FOCUS 2

SECOND EDITION

A2+/B1

STUDENT'S BOOK

To jest podręcznik wieloletni. Pamiętaj, że nie należy w nim wpisywać odpowiedzi.

	VOCABULARY	GRAMMAR	LISTENING	READING
1 Lives people live	**pp. 4–5 Focus on Words:** Personality; *un-*, *in-*, *im-*, *ir-*, *dis-*; questions with *like* **Reading:** Charity **p. 15** Word list	**p. 6** Present tenses – question forms; subject and object questions; *wh-* questions	**p. 7** Volunteering **Focus on Words:** Voluntary work; *-ive*, *-ative*, *-able*, *-ing* **Listening Focus:** Matching; gap fill **Pronunciation Focus:** Word stress – personality adjectives	**pp. 8–9** A brief guide to the generations **Reading Focus:** Matching **Focus on Words:** Verb + preposition
2 Science and technology	**pp. 18–19 Focus on Words:** Phones and computers; word building; collocations **Listening:** Famous scientists **p. 29** Word list	**p. 20** Past Continuous and Past Simple	**p. 21** Becoming a scientist **Focus on Words:** Science and scientists; collocations **Listening Focus:** Matching **Pronunciation Focus:** Word stress – scientists	**pp. 22–23** Science at the South Pole **Reading Focus:** Multiple choice **Focus on Words:** Nouns and verbs; the temperature
3 The arts	**pp. 32–33 Focus on Words:** TV programmes; adjectives; elements of a film/TV drama **Reading:** One episode is never enough **p. 43** Word list	**p. 34** Comparative and superlative adjectives	**p. 35** A street artist **Focus on Words:** Art **Listening Focus:** Multiple choice **Pronunciation Focus:** Word stress – countries and nationalities	**pp. 36–37** Superheroes **Focus on Words:** Books; cinema; phrasal verbs **Reading Focus:** Matching
4 Home sweet home	**pp. 46–47 Focus on Words:** Describing houses; inside a house; *make* and *do* **Listening:** The narrowest house in the world **p. 57** Word list	**p. 48** Present Perfect with *for* and *since*	**p. 49** Teenagers' rooms **Focus on Words:** Phrasal verbs **Listening Focus:** Matching; gap fill **Pronunciation Focus:** Long vowel sounds	**pp. 50–51** People who don't live in traditional houses **Focus on Words:** Landscape features; describing places; collocations **Reading Focus:** Gapped text
5 Time to learn	**pp. 60–61 Focus on Words:** Education; phrasal verbs; collocations **Reading:** School systems around the world **p. 71** Word list	**p. 62** First Conditional	**p. 63** Dealing with stress **Focus on Words:** *get* **Listening Focus:** Answering questions **Pronunciation Focus:** Large numbers	**pp. 64–65** Different, not less **Focus on Words:** Nouns and verbs; *of* and *for* **Reading Focus:** Matching
6 Just the job	**pp. 74–75 Focus on Words:** Collocations; describing jobs; phrasal verbs **Listening:** The worst jobs **p. 85** Word list	**p. 76** Second Conditional	**p. 77** Becoming an airline pilot **Focus on Words:** Collocations; jobs **Listening Focus:** Gap fill **Pronunciation Focus:** Stress in job names	**pp. 78–79** Personality types and careers **Focus on Words:** Compound nouns; word families **Reading Focus:** Gapped text
7 Consumer society	**pp. 88–89 Focus on Words:** Shops and services; clothes and appearance; collocations **Reading:** The truth about shopping **p. 99** Word list	**p. 90** The Passive	**p. 91** Buying presents **Focus on Words:** Word families **Listening Focus:** True/False **Pronunciation Focus:** Silent letters	**pp. 92–93** The brains behind Amazon.com **Focus on Words:** Shopping **Reading Focus:** Multiple choice
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GRAMMAR	USE OF ENGLISH	WRITING	SPEAKING	FOCUS REVIEW
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1 Lives people live

Life is really simple, but we insist on making it complicated.

Confucius

BBC

1.1 VOCABULARY

Personality • *un-, in-, im- ir-, dis-* • questions with *like*

I can describe people's personality and emotions.

SHOW WHAT YOU KNOW

1 Make pairs of opposite adjectives from groups 1–6 and a–f.

1 funny	a boring
2 interesting	b stressed
3 loud	c negative
4 positive	d unsociable
5 relaxed	e serious
6 sociable	f quiet

2 SPEAKING Use the adjectives in Exercise 1 to describe people you know.

3 SPEAKING 1.2 Look at the photos and discuss the questions. Then listen and check your ideas.

1 What is the purpose of the charity organising these activities?
2 What can young people do to help older people?
3 What can older people do to help young people?

4 Read the comments in the text. Who benefits most: the young or the older people? Why?

YOUNG PEOPLE SAY …



You do charity work because you're kind and **generous**, right? Well, that's a bit dishonest. In fact, I really enjoy spending time with older people.

Thanks to my visits, I hope she feels less lonely than before. Mitzi helped me a lot when I had some work problems.

She's a good listener. I talk to her about my worries and she gives me advice. She's wise, sensitive and has a lot of experience. I'm talkative, and they like that.

My grandparents are very quiet and polite, but older people are not all like that. John's really loud and funny. We laugh a lot together.



FOCUS ON WORDS | Personality

5 1.3 **In your notebook, write pairs of adjectives in red in the text and their antonyms. Then listen, check and repeat.**

1 caring	≠ selfish	4 ?	≠	lazy
2 ?	≠ miserable	5 ?	≠	shy
3 ?	≠ mean	6 ?	≠	silly

6 **Replace the phrases in brackets with the adjectives in Exercise 5. Write them in your notebook.**

1 Charity workers are ? (not selfish). They are kind and helpful.
2 Teenagers are ? (not cheerful). They are always in a bad mood.
3 Young professionals are ? (not lazy). They want to be successful.
4 Many billionaires are ? (not mean). They give lots of money to charities.
5 Most children are ? (not outgoing). They're not confident with strangers.
6 Young people are often ? (not sensible). They make stupid decisions.

7 SPEAKING **Are the statements in Exercise 6 true? Discuss with a partner.**



OLDER PEOPLE SAY …

He's adventurous – he travels to exciting places. I love hearing about his adventures.

I can look after myself – I like to be independent but I look forward to the weekly visits.

She's **outgoing** and always **cheerful** – she makes me feel young again.

I like being with young people. I am more confident when I use the Internet now.

You read so many bad things about young people in the press – that they're selfish or irresponsible, but he's **caring**, **sensible** and **hard-working**.

He's got tattoos and long hair. He looks like a hippy, but he's lovely and very popular with the ladies!

FOCUS ON WORDS | *un-, in-, im- ir-, dis-*

8 1.4 **Copy Focus on Words and complete it with the underlined adjectives in the text to make pairs of antonyms. Then listen, check and repeat.**

1 adventurous	≠	unadventurous
2 dependent	≠	?
3 honest	≠	?
4 ?	≠	impolite
5 ?	≠	unpopular
6 responsible	≠	?
7 ?	≠	insensitive
8 ?	≠	unwise

9 **Which adjectives from Exercise 8 complete the sentences correctly?**

1 Gary is an ? guy. He never tells lies.
2 Emma is very ? . She knows everything.
3 Paul's only eighteen, but he has a job and lives on his own. He's very ? .
4 Dan is very ? . He always says 'please' and 'thank you'.
5 Lucy is ? . She doesn't like travelling or trying new experiences.
6 Martha is very ? . She is always the centre of attention.

10 SPEAKING **Change three of the names in Exercise 9 to describe your classmates. Then tell your partner.**

FOCUS ON WORDS | Questions with *like*

11 1.5 **Answer the questions with the highlighted sentences in the text. Then listen, check and repeat.**

***be* + *like* > personality**
What is she like?
1 ? (adjective)
***look* + *like* > appearance**
What does he look like?
2 ? (noun phrase)
***like* as a verb**
What do you like?
3 ? (noun phrase)

12 **In your notebook, rewrite the sentences with *like* if necessary. Which sentences are true for you?**

1 I look my dad. *I look like my dad.*
2 My neighbours are kind and friendly. ?
3 My mum looks her mum. ?
4 My parents always look cheerful. ?
5 My grandmother looks Queen Elizabeth. ?
6 I chocolate. ?

13 SPEAKING **In your notebook, write these questions for the sentences in Exercise 12 with *you* or *your*. Then ask your partner.**

1 Do …? 2 What …? 3 Does …? 4 Do …?
5 Does …? 6 Do …?

1 Do you look like your dad?

1.2 GRAMMAR

Present tenses – question forms

I can ask questions in a variety of present tenses.

1 SPEAKING **Who are your role models? Think about famous people or people you know and tell your partner.**

2 1.6 **Decide which answers a–f match questions 1–6. Then listen and check.**

1 Who inspires you?
2 Why do you admire him?
3 Does he give money to environmental charities?
4 Have you ever met him?
5 What is he doing now?
6 Are you following him on Twitter?



a No, never.
b Not exactly. He runs The Leonardo DiCaprio Foundation.
c He's working on a new film.
d Leonardo DiCaprio.
e Yes, I am.
f Because he's passionate about the environment.

3 **Read the GRAMMAR FOCUS. What forms from the questions in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS

Present tenses – question forms

- To make questions, you put an auxiliary verb (*do*, *be*, *have*) before the subject of the main verb.

  Present Simple → *Why* [1] [?] *you admire him?*
  Present Continuous → *What* [2] [?] *he doing now?*
  Present Perfect → [3] [?] *you ever met him?*

- When you ask about the subject, you don't use the Present Simple auxiliary *do/does*.

  Who [4] [?] *you?* NOT ~~*Who does inspire you?*~~



4 1.7 **Make questions about Michelle Obama. Write them in your notebook. Then listen and check.**

1 'Who *inspires you*?'
'The person who inspires me is Michelle Obama.'
2 'Who [?] ?'
'She's the ex-first lady of the United States.'
3 'Why [?] ?'
'I admire her because she does a lot of good work with young people.'
4 'What [?] ?'
'She's trying to teach children about exercise and health.'
5 'Have [?] ?'
'No, I haven't seen her in person, but I've watched her online.'
6 'What [?] ?'
'She is still working with young people.'

5 **In your notebook, write questions about the subject (a) and about the object (b) of each statement.**

1 [a]Emily and Peter like watching [b]science-fiction films.
a Who *likes watching science-fiction films*?
b What *do Emily and Peter like watching*?
2 [a]Neil has joined [b]Amnesty International.
a Who [?] ?
b Which organisation [?] ?
3 [a]Rosie can speak [b]three languages.
a Who [?] ?
b How many languages [?] ?
4 [a]Dave has visited [b]London.
a Who [?] ?
b Which capital city [?] ?
5 [a]Tom is reading [b]Barack Obama's biography.
a Who [?] ?
b What [?] ?
6 [a]Viv admires [b]Emma Watson.
a Who [?] ?
b Who [?] ?

6 **Make the sentences true for you. Write them in your notebook.**

1 I'm reading [?] at the moment.
2 It takes me [?] minutes to get to school.
3 I go shopping for clothes [?] a month.
4 I've been to [?] foreign countries.
5 [?] inspires me.

1 I'm reading a book at the moment.

7 SPEAKING **In pairs, ask and answer the questions about the information in Exercise 6. Use different question words, e.g. *what*, *how long* or *how often*.**

A: What are you reading at the moment?
B: A book about Steve Jobs.

FOCUS VLOG About happiness

1.8 **Listen to the Focus Vlog. What makes the speakers happy? Write the answers in your notebook.**

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1.3 LISTENING

Matching, gap fill

I can identify key details in a simple recorded interview.

FOCUS ON WORDS | Voluntary work

1 1.9 **Do you know the places in the box where people do voluntary work? If necessary, use a dictionary. Then listen and repeat.**

in a developing country in a nursery
in a hospital in a library on a farm
in an old people's home in a prison
in a soup kitchen for homeless people

2 SPEAKING **Would you like to volunteer there? Why?/ Why not? Discuss with a partner.**

3 1.10 **Listen to two volunteers, Karen and Martin. Where do they do their voluntary work?**

4 **Read questions 1–8 in the LISTENING FOCUS. Which words and phrases from the box below can replace the underlined phrases?**

confident people without a home two or three
impresses people Saturday or Sunday chickens
more likely to do something in a team

LISTENING FOCUS Matching

5 1.10 **Listen to Karen and Martin again and answer the questions with *Karen* or *Martin*.**

Who …
1 helps homeless people in the local area?
2 works with farm animals?
3 volunteers a few hours a week?
4 does volunteering work every weekend?
5 thinks that volunteers are more active than other people?
6 enjoys working with other people?
7 thinks that voluntary work makes you more sure of yourself?
8 thinks that doing voluntary work makes a good impression?

6 1.11 **Listen to Tim giving Becky some advice about international volunteering. Answer the questions.**

1 Where does Becky want to do voluntary work?
2 Does Tim think she has the right personal qualities?
3 Is Becky inspired by the conversation?

7 SPEAKING **Imagine you could volunteer anywhere in the world. Which country would you choose? Why? Tell your partner.**

8 1.11 **Listen again. In your notebook, write one or two words for each gap.**

5 Key Questions before you volunteer for work overseas



1 Are you fit and healthy?

You often work in difficult conditions, and you sometimes need to work [1] ? .

2 Can you adapt to new situations?

You need to adapt to [2] ? , the food, the accommodation and a new [3] ? .

3 Are you a good team player?

All volunteers work in teams so you need to have good [4] ? skills. You need to be outgoing and above all [5] ? .

4 Are you sensitive to other cultures?

You need to be open to people and remember that your [6] ? life is not the only way there is.

5 Do you want to learn from the experience?

Volunteering can change your life and you as a person. It's an excellent opportunity to help people, learn [7] ? and make new friends for life.

9 SPEAKING **Are you good candidates for international voluntary work? In pairs, ask and answer the questions in Exercise 8 and decide.**

PRONUNCIATION FOCUS

10 1.12 **Listen. Decide which group (A, B, C or D) each adjective belongs to, depending on the stress.**

adventurous ambitious fantastic optimistic
passionate pessimistic responsible voluntary

A ■■■	B ■■■	C ■■■■	D ■■■■
?	*ambitious*	?	?

11 1.13 **Listen, check and repeat.**

FOCUS ON WORDS | *-ive, -ative, -able, -ing*

12 1.14 **Copy Focus on Words and complete it with the adjectives made from the verbs by adding *-ive*, *-ative*, *-able* or *-ing*. Then listen, check and repeat.**

VERB	ADJECTIVE
1 act	*active*
2 adapt	?
3 communicate	?
4 imagine	?
5 inspire	?
6 protect	?

1.4 READING

Matching

I can identify specific information in an article.

1 SPEAKING **Name three people you know for each age group. Then talk about each person and discuss the questions.**

X (Age 40–59)	?
Y (Age 20–39)	?
Z (Age 15–19)	?

1 What are they like?
2 What do they like?
3 How often do they use technology?

2 **Read the text. Compare your ideas in Exercise 1 with the information in the article.**

READING FOCUS Matching

3 **Read the text again. In your notebook, match each generation X, Y and Z with questions 1–4. One generation matches two questions.**

Which generation …
1 don't enjoy much job satisfaction?
2 are afraid they can't afford studying?
3 are least likely to discriminate?
4 don't depend on anything or anybody?

4 SPEAKING **Are you typical of Generation Z? Discuss with a partner.**

FOCUS ON WORDS | Verb + preposition

5 1.16 **Copy Focus on Words and complete the gaps with the verbs in blue in the text. Then listen, check and repeat.**

1 care / *think* / ? **about**
2 ? **in**
3 ? / focus **on**
4 ? **to**
5 connect / ? **with**

6 **Which prepositions complete the sentences correctly? Check the verb + preposition structures in Exercise 5.**

1 Amy is a cheerful kind of person. She always focuses ? positive things.
2 Billy believes ? working hard and playing hard.
3 Carol never looks at a map. She depends ? her phone for directions.
4 David thinks ? his health too much. He always thinks he's ill.
5 Emily has younger brothers and sisters. She has to deal ? a lot of noise at home.
6 Fred doesn't care ? the environment. He never recycles anything.
7 Gabrielle worries ? her grandparents because they're old.
8 Helen prefers to connect ? her friends face to face.
9 George always sings along when he listens ? music. It's so annoying!

7 SPEAKING **Change the names in Exercise 6 to make some true sentences about people you know. Tell your partner about them.**

8 **In your notebook, complete the questions with the correct preposition.**

1 At the moment, what sort of music are you listening ? ?
2 At school, which subject is hardest to focus ? ?
3 What is the worst situation you have ever had to deal ? ?
4 In your family, who's the person you can most depend ? ?
5 Which global problems do you most worry ? ?
6 Before you fall asleep, what do you think ? ?

9 SPEAKING **In pairs, ask and answer the questions in Exercise 8.**



A BRIEF GUIDE TO THE GENERATIONS

1.15



GENERATION X

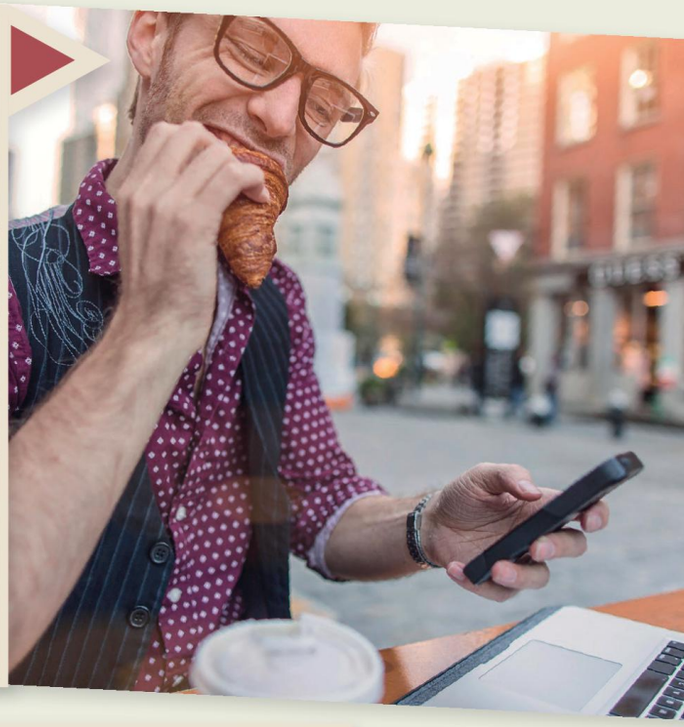
Born between 1965 and 1980, now in their forties and fifties.

- Generation X created the Internet. When they were teenagers, mobile phones were enormous, and not many people had computers at home. They had to deal with big changes in technology. But this generation is adventurous and adaptable – they are not afraid of change. Now they use wearable technology to stay fit and healthy. Generation X believe in looking after themselves and staying young.
- Generation X grew up with both parents at work during the day. This is one of the reasons they are independent.
- Generation X are very sociable, but also hard-working. Even when they go out until late, they still get up for work.
- They're passionate about music. They invented punk, grunge and techno. When they were teenagers, they listened to music on cassette and CD players.

GENERATION Y / MILLENNIALS

Born between 1980 and 2000, now in their twenties and thirties.

- Generation Y, or Millennials, are the selfie generation, also known as Generation Me Me Me. Some people say they focus on themselves too much.
- They grew up with technology and they depend on their smartphones. They download and listen to music on their phones all the time.
- Generation Y have FOMO or 'fear of missing out'. They like to share experiences on social media, and they worry about being popular and having a good time. 53% prefer to spend money on an experience than a possession.
- Lots of Generation Ys went to university, but because of unemployment they find it hard to get jobs that make them happy.
- Many of them live at home and depend on their parents. They get married later than Generation X — the average age for women is 27 and for men it's 29. They would like to be more independent, but they can't afford to be.



GENERATION Z

Born between 1995 and now.

- Generation Z are good at multi-tasking. They can use several screens at the same time and this is why they're called Screenagers. They're fast thinkers, and when something doesn't happen quickly, they get impatient.
- Generation Z are the 'we' generation. They don't think about themselves too much. Instead they focus on global problems like terrorism and global warming.
- They're sociable and they enjoy connecting with friends on social media, but they can also feel very lonely. Generation Z love going to gigs or amusement parks. 80% prefer to spend time with their friends in person than on the phone or online.
- Generation Z believe in getting a good education, but they worry about university fees. This generation is ambitious and want to start their own businesses.
- Generation Z don't care about where you're from or the colour of your skin.
- Music is an essential part of their day.



GLOSSARY

miss out – stracić okazję

1.5 GRAMMAR

Verb + *-ing* or verb + *to* infinitive

I can use verbs taking to + infinitive and -ing forms.

WHAT IS YOUR ATTITUDE TO CLOTHES?



1 (SPEND)

A I spend a lot of money on clothes.
B I can't afford [1] *to spend* much money on clothes.
C I prefer [2] ? my money on going out.

2 (GO)

A I enjoy [3] ? shopping for clothes.
B I don't mind [4] ? shopping for clothes.
C I refuse [5] ? shopping for clothes.



3 (BUY)

A I love [6] ? new clothes every season.
B I only buy clothes when I need them.
C I avoid [7] ? new clothes for as long as possible.

4 (WEAR)

A I refuse [8] ? sweatpants.
B I love [9] ? sweatpants at home for comfort.
C I wear sweatpants all the time.

5 (GET)

A I hope [10] ? a job where I can wear all my favourite clothes.
B I want [11] ? a job where I can wear practical, comfortable clothes.
C I'd like [12] ? a job where I can wear a uniform or a suit.



6 (THINK)

A In the morning, I spend a lot of time [13] ? about my clothes.
B In the morning, I don't spend much time [14] ? about my clothes.
C I wear the same clothes every day.

WHAT DOES IT MEAN?

Mainly As I LOVE THEM

You enjoy [15] ? (think) about clothes (perhaps a bit too much), and the way you look is important for your personal identity.

Mainly Bs I NEED THEM

You don't mind [16] ? (think) about clothes, but they are not your priority. You prefer casual clothes because you need [17] ? (be) comfortable.

Mainly Cs I HATE THEM

You hate [18] ? (think) about clothes! You choose [19] ? (spend) your time and money on other things. But don't forget, clothes can be fun.

1 SPEAKING **Which words from the box match which clothes 1–6 in the pictures? Which of the clothes do you have? Tell your partner.**

hoodie jacket suit sweatpants tie uniform

2 **Which sentence best describes your opinion about clothes?**

1 I want to look good at all times.
2 I enjoy wearing comfortable things.
3 I'm not interested in clothes.

3 **Read the GRAMMAR FOCUS. What verb patterns in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS

Verb + ***-ing*** or verb + ***to*** infinitive

- After some verbs and verb phrases you usually use the ***to*** infinitive.

  Examples: *agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer*

  I want [1] ? *good at all times.*

- After some verbs and verb phrases you usually use the ***-ing*** form of a verb.

  Examples: *avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time*

  I enjoy [2] ? *comfortable things.*

4 **In your notebook, write the correct forms of the verbs in brackets in the questionnaire.**

5 SPEAKING **Do the questionnaire. What is your attitude to clothes? Tell your partner.**

6 **Which form, *to wear* or *wearing*, completes the sentences correctly? Which sentences are true for you?**

1 I can't stand *wearing* formal clothes like suits.
2 I don't mind ? second-hand clothes.
3 I refuse ? skinny jeans. They're too uncomfortable.
4 I hate ? heavy winter coats.
5 I can't afford ? designer clothes. They're too expensive.
6 I avoid ? anything yellow or pink.

7 **In your notebook, complete the sentences with information about yourself. Write five true sentences and one false.**

1 I love …
2 I need …
3 I've decided …
4 I spend a lot of time …
5 I sometimes pretend …
6 I hope …

8 SPEAKING **Read your sentences in Exercise 7 to your partner for him/her to guess which sentence is false.**

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1.6 USE OF ENGLISH

so and *such*

I can use so and such correctly.

1 SPEAKING **Read the introduction. Then discuss the questions.**

1 Do you, or would you like to, live with three generations of your family?
2 What advantages can you think of?
3 What disadvantages can you think of?



One home, three generations

Around the world, many families live with several generations in the same house. This is because young people can't afford to move away from home. Also the older generation live longer now, and they want to be useful. These homes are crowded, but the generations help and support each other. So what's it like to have grandparents, parents and children living together? We asked members of three generations of the same family.

2 1.17 **Listen to the father's views. Which of your ideas in Exercise 1 does he mention?**

3 1.17 **Listen again. Read sentences 1–5 and write the correct option in your notebook.**

1 We have three generations in this house: it's *so* / *such* crowded!
2 New Zealand is *so* / *such* a long way from the UK.
3 Childcare is *so* / *such* expensive in London.
4 We were *so* / *such* poor that we couldn't go on holiday.
5 The house is very small for *so* / *such* a big family.

4 1.18 **Read the LANGUAGE FOCUS. In your notebook, write *so* or *such* to complete the daughter's views in the text below correctly.**

LANGUAGE FOCUS

so* and *such

- You use *so* to emphasise adjectives.
  so + adjective > *It's so crowded!*
- You use *such* to emphasise nouns.
  such + noun phrase > *It's such a long way.*
  We're such close friends. They give such good advice.



I don't mind living with my grandparents, they're [1] *so* lovely. I like talking to them – they're very experienced and give [2] ? good advice. Mum and Dad are [3] ? busy. They don't have time to listen to our problems. My parents are [4] ? lucky because grandma and granddad are very helpful in the house. Grandma is [5] ? a good cook that she does most of the cooking, while granddad looks after the garden.

5 1.19 USE OF ENGLISH **Decide which option (A, B or C) completes the text with the grandmother's views correctly. Then listen and check.**

We thought about it for a long time because we're [1] *such* independent people. Some elderly people are lonely, but not us – we've got [2] ? friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's [3] ? fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's [4] ? polite young lady and she's very kind. I worry about her little brother though. He's [5] ? lazy!



1	A so	B such	C such an
2	A so many	B such many	C such a
3	A such	B such a	C so
4	A such	B so	C such a
5	A so	B such	C such a

6 SPEAKING **Which generation do you think benefits most from living in 'one home'? Discuss with a partner.**

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1.7 WRITING

A personal email/letter

I can write a short personal email to introduce myself.

1 SPEAKING **Choose five qualities to describe the ideal exchange student. Discuss with a partner.**

confident and independent | friendly and outgoing | generous | good-looking | good at sport | honest | interested in computers | into the same music as me | keen on the same hobbies as me | sensible

2 **Read the email from an exchange student. Which topics from the box does the student write about?**

family | food | hobbies | music | school | sport

3 SPEAKING **Does the person in the email sound like your ideal exchange student? What details would you change? Tell your partner.**

4 **In your notebook, put the sentences summarising the email in the correct order (1–5).**

a basic information about yourself
b a greeting and information about why you are writing
c another way of saying that you're looking forward to seeing him/her
d a friendly goodbye
e information about your likes/dislikes/hobbies, etc.

5 **Read the WRITING FOCUS. Which underlined phrases from the email complete the examples correctly?**

WRITING FOCUS

A personal email/letter

- Start the letter/email with a friendly greeting: *Dear Nick,*/[1] *Hi Jo,*
- Don't use full forms. Use contractions: *you're* (NOT ~~*you are*~~)/[2] ?
- Use emoticons (☺) or abbreviations (but don't overuse them): *Bye for now = Bye 4 now.*
- Ask questions to show you want a reply: *What do you enjoy doing at weekends?* *What* [3] ? ?
- Finish the letter/email with a friendly goodbye, e.g. *All the best*/[4] ? .

To: Jo
Subject: C U soon!

Hi Jo,

How are you doing? I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.

As you know, I'm sixteen and I live in Venice. My brother and I go to the same school. I'm not crazy about studying but it's OK – my favourite subject is Art. What about you? What subjects are you good at?

In my free time, I'm keen on sports and I'm not bad at volleyball. I'm also passionate about music, especially British bands. At the moment I'm listening to Little Mix all the time. What kind of music are you interested in?

At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends?

I can't wait to see you next month! I'm sure we'll have fun.

OK, time to finish. Write soon ☺

Bye 4 now.

Carlo



Carlo

6 **Are these phrases usually used in the first paragraph or in the last paragraph?**

1 How are you?
2 I'd better stop now.
3 Looking forward to hearing from you/seeing you.
4 Give my love to …/Say hello to …
5 It was good to hear from you.
6 Cheers,
7 Dear ...
8 I'm writing to tell you about …/say sorry about …/ thank you for …
9 C U (see you) soon/next week/in a few months.

7 **Which phrases from Exercise 6 can replace the phrases in purple in the email?**

8 SPEAKING **Which of these statements illustrate good (G) or not good (NG) exchange students? Why? Discuss with a partner.**

1 I'm obsessed with hiphop.
2 I'm mad about shopping. I spend lots of money on clothes.
3 I watch a lot of DVDs, especially horror films.
4 I'm serious about politics.
5 I love acting – I'm involved in a local theatre club.
6 I'm afraid of animals, especially dogs.
7 I'm ambitious – I'm always disappointed with low marks at school.
8 I'm useless at sport and I'm very unfit.

9 **Read the LANGUAGE FOCUS. What prepositions complete the examples correctly? Use the examples in the email in Exercise 2 and in Exercise 8.**

LANGUAGE FOCUS

Adjective + preposition

Use an adjective + preposition to give information about yourself.

I'm crazy/excited/mad/passionate/serious/worried [1] *about*
I'm bad/good/useless [2] ?
I'm involved [3] ?
I'm afraid [4] ?
I'm keen [5] ?
I'm disappointed/obsessed [6] ?

Note: It's okay for questions to end in a preposition, e.g. *What subjects are you good at?*

10 SPEAKING **In your notebook, complete the questions with the correct preposition. Then ask and answer the questions in pairs.**

1 What sort of things are you interested ? ?
2 What after-school activities are you involved ? ?
3 What bands and singers are you keen ? ?
4 What sports or games are you good ? ?
5 What sort of things are you serious ? ?
6 What are you most passionate ? ?

SHOW WHAT YOU'VE LEARNT

11 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Bierzesz udział w wymianie uczniowskiej ze szkołą w Anglii. Niedawno napisała do ciebie Jenny, u której zamieszkasz. Przeczytaj fragment jej wiadomości poniżej i napisz swoją odpowiedź.

W swoim e-mailu:

- opisz swoje odczucia związane z nadchodzącym pobytem w Anglii,
- przedstaw rodzaj muzyki, której słuchasz, i filmów, które oglądasz,
- napisz, co lubisz robić w wolnym czasie,
- zapytaj Jenny o jej zainteresowania.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

From: Jenny
Subject: Hello!

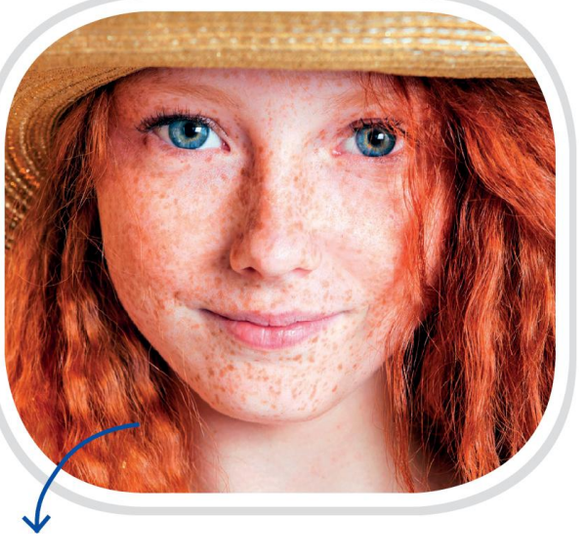
It's great to hear that you're going to come and stay with me and my family for two weeks. Please tell me something about yourself. What subjects do you like at school? What music and films do you like? What do you do in your free time?

To: Jenny
Re: Hello!

Hi Jenny,

Thanks for the email and thanks for all the questions.

...



1.8 SPEAKING

Showing interest

I can show interest in a conversation and express similarity or difference.

1 SPEAKING Look at the activities in the box. Discuss the questions with a partner.

eating and drinking travelling doing sport
listening to music shopping
socialising with friends meeting new people
watching films being online

1 How much of your free time do you spend on each activity?
2 What other things do you do in your free time?
3 How similar or different are you to your partner?



2 1.20 Listen to two dialogues and answer the questions.

1 What do Ed and Nick have in common?
2 What do Rachel and Kate have in common?

3 1.20 Listen again. Which responses a–e complete the SPEAKING FOCUS correctly?

a Do you? Right …
b Really? That's cool!
c Is she?
d Really? I love it.
e Me too.

SPEAKING FOCUS

Statement	Showing interest
A: I've got loads of friends and they want to meet you.	B: [1] *Really? That's cool*!
A: I've just got one sister. She's a model.	B: [2] ?
A: She's training to be a pilot.	B: Wow, that's interesting.
Statement	**Saying you are similar**
A: I love travelling and meeting new people.	B: [3] ?
A: I don't really like rock or heavy metal.	B: Me neither.
Statement	**Saying you are different**
A: I'm not very keen on tea.	B: [4] ?
A: I don't like travelling.	B: Don't you? Oh, I do!
A: I play the violin.	B: [5] ?

4 1.21 Decide which response is NOT possible in each case. Then listen, check and repeat.

1 A: I've got thousands of songs on my phone.
B: *Have you? / Cool! / Is it?*
2 A: I love Spanish and Italian food.
B: *Really? / Are you? / Do you?*
3 A: My parents have got an apartment in Paris.
B: *Wow, that's interesting! / Have they? / Are they?*
4 A: There are forty students in my class.
B: *Is it? / Are there? / Really?*
5 A: I can play the guitar.
B: *Cool! / Are you? / Can you?*
6 A: I'm passionate about politics.
B: *Really? / Do you? / Are you?*

5 1.22 Listen to six dialogues and decide if the two speakers are similar or different.

6 Copy the table and complete it in your notebook.

Statement	Say you're similar	Say you're different
a I'm worried about the world.	Me too.	Are you? [1] *I'm not.*
b I'm not worried about the world.	[2] ?	Aren't you? I am.
c I love reading poetry.	[3] ?	[4] ? ? I don't.
d I don't like reading poetry.	Me neither.	Don't you? [5] ? .
e I've got lots of cousins.	[6] ?	[7] ? ? I haven't.
f I haven't got any cousins.	Me neither.	Haven't you? [8] ? .

7 In your notebook, complete the sentences to make them true for you.

1 I'm really into …
2 I haven't got …
3 I really like …
4 I'm very interested in …
5 I'm not very keen on …
6 I'm not very good at …

8 SPEAKING Follow the instructions below to make dialogues.

Student A: Choose a statement from Exercise 7. Say it to Student B.
Student B: Say if you are similar or different. Use the SPEAKING FOCUS to help you.

1.1 Vocabulary 4.1

adventurous /əd'ventʃərəs/ żądny przygód
bad mood /ˌbæd 'muːd/ zły nastrój
be popular with /ˌbi 'pɒpjələ wɪð/ cieszyć się powodzeniem u
be successful /ˌbi sək'sesfəl/ odnosić sukcesy
be the centre of attention /ˌbi ðə ˌsentə əv ə'tenʃən/ być w centrum uwagi
caring /'keərɪŋ/ troskliwy
charity /'tʃærəti/ organizacja charytatywna
cheerful /'tʃɪəfəl/ radosny
confident /'kɒnfədənt/ pewny siebie
dependent /dɪ'pendənt/ zależny
dishonest /dɪs'ɒnəst/ nieuczciwy
experience /ɪk'spɪəriəns/ doświadczenie
friendly /'frendli/ przyjazny, życzliwy
generous /'dʒenərəs/ hojny, wspaniałomyślny
hard-working /ˌhɑːd 'wɜːkɪŋ/ pracowity
honest /'ɒnəst/ szczery, uczciwy
impolite /ˌɪmpə'laɪt/ nieuprzejmy
independent /ˌɪndə'pendənt/ niezależny
insensitive /ɪn'sensətɪv/ niewrażliwy
irresponsible /ˌɪrɪ'spɒnsəbəl/ nieodpowiedzialny
kind /kaɪnd/ dobry, życzliwy
lazy /'leɪzi/ leniwy
lonely /'ləʊnli/ samotny
look after /ˌlʊk 'ɑːftə/ opiekować się
look cheerful/tired /ˌlʊk 'tʃɪəfəl/'taɪəd/ wyglądać radośnie / na zmęczonego
look forward to /ˌlʊk 'fɔːwəd tə/ oczekiwać z niecierpliwością
mean /miːn/ skąpy
miserable /'mɪzərəbəl/ ponury, nieszczęśliwy
outgoing /ˌaʊt'gəʊɪŋ/ otwarty, towarzyski
polite /pə'laɪt/ uprzejmy
popular /'pɒpjələ/ popularny, lubiany
responsible /rɪ'spɒnsəbəl/ odpowiedzialny
selfish /'selfɪʃ/ egoistyczny
sensible /'sensəbəl/ rozsądny
sensitive /'sensətɪv/ wrażliwy
serious /'sɪəriəs/ poważny
shy /ʃaɪ/ nieśmiały
silly /'sɪli/ głupi, niemądry
sociable /'səʊʃəbəl/ towarzyski
stupid /'stjuːpəd/ głupi
talkative /'tɔːkətɪv/ rozmowny, gadatliwy
tattoo /tə'tuː/ tatuaż
tell lies /ˌtel 'laɪz/ kłamać
unadventurous /ˌʌnəd'ventʃərəs/ nielubiący przygód
unpopular /ʌn'pɒpjələ/ niecieszący się sympatią
unwise /ˌʌn'waɪz/ nierozsądny
wise /waɪz/ mądry, rozsądny

1.2 Grammar 4.2

admire /əd'maɪə/ podziwiać
be passionate about sth /ˌbi 'pæʃənət əˌbaʊt ˌsʌmθɪŋ/ pasjonować się czymś
follow sb on Twitter /ˌfɒləʊ ˌsʌmbɒdi ɒn 'twɪtə/ śledzić kogoś na Twitterze
foreign country /ˌfɒrən 'kʌntri/ obce państwo
in person /ˌɪn 'pɜːsən/ osobiście
inspire /ɪn'spaɪə/ inspirować
it takes sb a minute/an hour to do sth /ɪt ˌteɪks ˌsʌmbɒdi ə ˌmɪnət/ən aʊə tə 'duː ˌsʌmθɪŋ/ zrobienie czegoś zajmuje komuś minutę/godzinę
role model /'rəʊl ˌmɒdl/ wzór do naśladowania
run a foundation /ˌrʌn ə faʊn'deɪʃən/ prowadzić fundację
work on /'wɜːk ɒn/ pracować nad

1.3 Listening 4.3

accommodation /əˌkɒmə'deɪʃən/ zakwaterowanie
act /ækt/ działać
active /'æktɪv/ aktywny
adapt to /ə'dæpt tə/ przystosować się do
adaptable /ə'dæptəbəl/ potrafiący się dostosować
ambitious /æm'bɪʃəs/ ambitny
communicate /kə'mjuːnɪkeɪt/ porozumiewać się
communicative /kə'mjuːnɪkətɪv/ komunikatywny
developing country /dɪˌveləpɪŋ 'kʌntri/ kraj rozwijający się
difficult conditions /ˌdɪfɪkəlt kən'dɪʃənz/ trudne warunki
fantastic /fæn'tæstɪk/ fantastyczny, niesamowity
farm /fɑːm/ gospodarstwo rolne
fit /fɪt/ sprawny
healthy /'helθi/ zdrowy
homeless /'həʊmləs/ bezdomny
hospital /'hɒspɪtl/ szpital
imaginative /ɪ'mædʒɪnətɪv/ pomysłowy
imagine /ɪ'mædʒɪn/ wyobrażać sobie
impress /ɪm'pres/ robić wrażenie na
inspired by /ɪn'spaɪəd baɪ/ zainspirowany przez
inspiring /ɪn'spaɪərɪŋ/ inspirujący
library /'laɪbrəri/ biblioteka
make a good impression /ˌmeɪk ə gʊd ɪm'preʃən/ zrobić dobre wrażenie
nursery /'nɜːsəri/ żłobek
old people's home /ˌəʊld 'piːpəlz həʊm/ dom starców
opportunity /ˌɒpə'tjuːnəti/ okazja
personal quality /ˌpɜːsənəl 'kwɒləti/ cecha osobowa
pessimistic /ˌpesə'mɪstɪk/ pesymistyczny
prison /'prɪzən/ więzienie
protect /prə'tekt/ chronić
protective /prə'tektɪv/ opiekuńczy
soup kitchen for homeless people /'suːp ˌkɪtʃən fə ˌhəʊmləs ˌpiːpəl/ stołówka dla bezdomnych
sure of yourself /'ʃɔːr əv jəˌ'self/ pewny siebie
team player /'tiːm ˌpleɪə/ osoba umiejąca pracować w zespole
voluntary work /'vɒləntəri wɜːk/ wolontariat
volunteer /ˌvɒlən'tɪə/ wolontariusz

1.4 Reading 4.4

average age /'ævərɪdʒ eɪdʒ/ średni wiek, przeciętny wiek
be afraid of /ˌbi ə'freɪd əv/ bać się
believe in /bə'liːv ɪn/ wierzyć w
belong to /bɪ'lɒŋ tə/ należeć do
can't afford /ˌkɑːnt ə'fɔːd/ nie móc pozwolić sobie na
care about /'keər əˌbaʊt/ przejmować się
connect with /kə'nekt wɪð/ utrzymywać kontakt z
deal with /'diːl wɪð/ poradzić sobie z
depend on /dɪ'pend ɒn/ polegać na, być zależnym od
enormous /ɪ'nɔːməs/ ogromny
focus on /'fəʊkəs ɒn/ skupić się na
generation /ˌdʒenə'reɪʃən/ pokolenie
get married /ˌget 'mærɪd/ ożenić się, wyjść za mąż
get up /ˌget 'ʌp/ wstawać
gig /gɪg/ koncert, występ
go out /ˌgəʊ 'aʊt/ wychodzić
good at /'gʊd ət/ dobry w
grow up /ˌgrəʊ 'ʌp/ dorastać
impatient /ɪm'peɪʃənt/ niecierpliwy
listen to /'lɪsən tə/ słuchać
miss out /ˌmɪs 'aʊt/ stracić okazję
share /ʃeə/ dzielić się
spend money on /ˌspend 'mʌni ɒn/ wydawać pieniądze na
spend time /ˌspend 'taɪm/ spędzać czas
think about /'θɪŋk ə'baʊt/ myśleć o
unemployment /ˌʌnɪm'plɔɪmənt/ bezrobocie
worry about /ˌwʌri ə'baʊt/ martwić się

1.5 Grammar 4.5

avoid /ə'vɔɪd/ unikać
can't stand /ˌkɑːnt 'stænd/ nie znosić
casual clothes /ˌkæʒuəl 'kləʊðz/ ubranie codzienne, swobodne ubranie
consider /kən'sɪdə/ rozważać
decide /dɪ'saɪd/ zdecydować (się)
don't mind /ˌdəʊnt 'maɪnd/ nie mieć nic przeciwko
enjoy /ɪn'dʒɔɪ/ czerpać przyjemność z
get a job /ˌget ə 'dʒɒb/ znaleźć pracę
hate /heɪt/ nienawidzić
hoodie /'hʊdi/ bluza z kapturem
identity /aɪ'dentəti/ tożsamość
jacket /'dʒækət/ kurtka, marynarka
look good /ˌlʊk 'gʊd/ dobrze wyglądać
prefer /prɪ'fɜː/ woleć
pretend /prɪ'tend/ udawać
priority /praɪ'ɒrɪti/ priorytet
refuse /rɪ'fjuːz/ odmówić
second-hand clothes /ˌsekəndˌhænd 'kləʊðz/ używane ubrania
skinny jeans /ˌskɪni 'dʒiːnz/ dżinsy rurki
suit /suːt/ garnitur
sweatpants /'swetpænts/ spodnie dresowe
tie /taɪ/ krawat
uniform /'juːnəfɔːm/ mundur
winter coat /ˌwɪntə 'kəʊt/ kurtka zimowa

1.6 Use of English 4.6

be lucky /ˌbi 'lʌki/ mieć szczęście
busy /'bɪzi/ zajęty
cook (n) /kʊk/ kucharz
crowded /'kraʊdɪd/ zatłoczony, ciasny
elderly /'eldəli/ starszy
experienced /ɪk'spɪəriənst/ doświadczony
poor /pʊə/ biedny, ubogi
rude /ruːd/ niegrzeczny
useful /'juːsfəl/ przydatny, użyteczny

1.7 Writing 4.7

bad at /'bæd ət/ słaby w
be crazy about /ˌbi 'kreɪzi əˌbaʊt/ szaleć za
be into/keen on /ˌbe 'ɪntɒ/'kiːn ɒn/ lubić
be involved in /ˌbi ɪn'vɒlvd ɪn/ brać udział w
be mad about /ˌbi 'mæd əˌbaʊt/ szaleć za
be obsessed with /ˌbi əb'sest wɪð/ mieć obsesję na punkcie
be serious about /ˌbi 'sɪəriəs əˌbaʊt/ poważnie podchodzić do
can't wait /kɑːnt weɪt/ nie móc się doczekać
disappointed with /ˌdɪsə'pɔɪntəd wɪð/ rozczarowany
excited about /ɪk'saɪtəd əˌbaʊt/ podekscytowany, przejęty
interested in /'ɪntrəstəd ɪn/ zainteresowany
unfit /ʌn'fɪt/ w słabej kondycji
useless at /'juːsləs ət/ beznadziejny, do niczego

1.8 Speaking 4.8

do sport /ˌduː 'spɔːt/ uprawiać sport
have sth in common /ˌhæv ˌsʌmθɪŋ ɪn 'kɒmən/ mieć coś wspólnego
play the violin/guitar /ˌpleɪ ðə ˌvaɪə'lɪn/ gɪ'tɑː/ grać na skrzypcach/gitarze
socialise with /'səʊʃəlaɪz wɪð/ utrzymywać stosunki towarzyskie z

FOCUS REVIEW 1

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie przymiotniki poprawnie uzupełniają zdania? Pierwsze litery brakujących przymiotników zostały podane.

1 Shona never smiles and is always depressed. She's a really m ? person.
2 Tim looks after his younger brother when their parents are out. He's so r ? .
3 Zina is such a s ? girl. She cares only about herself.
4 Neil's never made a silly decision. He's such a s ? boy.
5 Has Marion always been so l ? ? She always stays in bed until midday!
6 My grandparents often give me money for the cinema or CDs. They're so g ? .

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 My brothers are very ? . They play sports every day! **ACT**
2 Gino makes new friends easily. He's so ? . **COMMUNICATE**
3 Carla is sometimes ? , so I don't believe in her stories. **HONEST**
4 Volunteers work in different conditions, so they must be ? to changing situations. **ADAPT**
5 Leslie is such an ? girl. She comes up with stories and writes songs. **IMAGINE**
6 A lot of people decided to help this poor family after that ? TV programme. **INSPIRE**

3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania?

1 ? you ever ? any problems with your smartphone? (have)
2 What ? your new friend ? ? (look like)
3 Who ? my tablet? It's not on my desk. (use)
4 ? your grandparents ? listening to heavy metal? (like)
5 What ? Amy ? at the moment? Is it a TV show? (watch)
6 Who ? your dog when you're on holiday? (look after)

4 Używając podanych wyrazów, napisz pełne zdania.

1 My sister / avoid / buy / second-hand clothes.
2 you / ever / refuse / help / your friend?
3 We / not need / wear / a school uniform.
4 They / not afford / buy / a new laptop.
5 I / always / want / dance / in a folk group.
6 you / spend / a long time / study / when you get home from school?

ŚRODKI JĘZYKOWE

Tłumaczenie; parafraza zdań

5 Przetłumacz fragmenty podane w nawiasach tak, aby poprawnie uzupełniły zdanie.

1 Johann is (*tak nieśmiałym*) ? boy that he has never been to a school party.
2 (*Kto pomaga*) ? Mary with the project today?
3 X: I don't enjoy shopping for clothes.
Y: (*Ja też nie.*) ? .
4 Sally is (*taka ambitna*) ? – she always wants to be the best.
5 X: My older sister is a charity worker.
Y: (*Naprawdę?*) ? ?
6 You (*wyglądasz jak*) ? your father when he was your age.
7 I was very (*rozczarowany moimi*) ? exam results.
8 I don't mind (*kupowaniu książek*) ? online but I think it's better to do it in a bookshop.

WSKAZÓWKA
Po przetłumaczeniu fragmentu przeczytaj całe zdanie jeszcze raz i sprawdź, czy jest ono poprawne logicznie i gramatycznie.

6 Która z podanych odpowiedzi A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?

1 Agnes is so <u>friendly and sociable</u>.
A outgoing
B lucky
C responsible
2 <u>What is she like?</u>
A What kind of person is she?
B What is her appearance?
C What is her hobby?
3 Jasper <u>can't stand buying</u> unimportant things.
A doesn't mind buying
B doesn't want to buy
C can't afford to buy
4 Their grandmother is <u>so caring</u>.
A such a caring woman
B such caring woman
C always caring
5 Drake is <u>crazy about</u> sports cars.
A useless at
B obsessed with
C afraid of

SŁUCHANIE

Uzupełnianie luk

7 1.23 **Usłyszysz dwukrotnie rozmowę z Tonym, który uczestniczył w badaniach naukowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższym streszczeniu maksymalnie trzema wyrazami w języku angielskim.**

WSKAZÓWKA
Przeczytaj szybko streszczenie nagrania przed rozpoczęciem słuchania i zastanów się, jakiego rodzaju wyrazy/wyrażenia należy wpisać w poszczególne luki. Niekiedy luki w zadaniu tego typu trzeba uzupełnić wyrazami, które usłyszysz. Czasami jednak wymagane słowo lub wyrażenie nie pojawia się w nagraniu.

Today's guest of the weekly programme is Tony Miller, who studies [1] ? in Zurich.
Tony volunteered to help a team of [2] ? to do a unique experiment. In the experiment, fifty participants received an amount of money and were divided into two groups. People in Group 1 could only spend the money on themselves, while people in Group 2 – on any [3] ? . During the experiment, the researchers observed those parts of participants' [4] ? which are responsible for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show that when people do not share what they have with others, they feel [5] ? generous people.

MÓWIENIE

8 **Popatrz na zdjęcie i wybierz słowa, które przydadzą się do jego opisu. Następnie opisz zdjęcie i odpowiedz na pytania 1–3.**

Verbs: belong, carry, clean up, communicate, earn, pick up, protect, run, sing, watch, wear
Nouns: bags, gloves, outfit, phone, rain, rubbish, screen, trees, volunteers, wood



1 Do you think the people in the photo are good voluntary workers? Why?/Why not?
2 Do you get involved in voluntary work? Why?/Why not?
3 Describe a school charity action you took part in or heard of.

9 **Zapoznaj się z poniższą kartą ucznia A. Zdecyduj, które cztery z podanych opcji a–f najlepiej pasują do tematu zadania.**

UCZEŃ A
Wraz z uczniem A, który bardzo dobrze rysuje, chcesz tworzyć komiks internetowy o sprawach interesujących młodych ludzi. Zastanawiacie się, kim powinien być bohater waszego komiksu. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

a Ubiór
b Przyjaciele
c Stan zdrowia
d Zainteresowania
e Cechy osobowości
f Plany dotyczące pracy

10 **Pracując w parach, wykonajcie zadanie.**
Zadanie ucznia A: użyj karty z ćwiczenia 9.
Zadanie ucznia B: użyj karty poniżej.

UCZEŃ B
Bardzo dobrze rysujesz. Wspólnie z uczniem A planujecie tworzenie komiksu internetowego o sprawach interesujących młodych ludzi.
W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczynasz ty.

- *So, what kind of person do you want to write about?*
- *I'm not sure if it's a good idea.*
- *What exactly do you mean by young/miserable?*
- *What does he/she like doing in his/her free time?*

PISANIE

E-mail/List prywatny

11 **Przeczytaj zadanie. Do każdego podpunktu napisz w zeszycie po jednym pasującym zdaniu. Następnie wymieńcie się zeszytami w parach. Rozwiń zdania kolegi/koleżanki.**

W tym semestrze jesteś na wymianie uczniowskiej w Wielkiej Brytanii. Napisz e-mail do kolegi ze Stanów Zjednoczonych. W swoim e-mailu:

- wyjaśnij, gdzie jesteś, i wyraź opinię na temat tego miejsca,
- opowiedz o rodzinie, u której przebywasz,
- opisz koleżankę z nowej szkoły,
- napisz, jak minął ci poprzedni weekend.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

12 **Wykonaj zadanie w ramce z ćwiczenia 11.**

2 Science and technology

Necessity is the mother of invention.
A proverb

BBC

2.1 VOCABULARY

Online • phones and computers • word building • collocations

I can use language related to science, technology and inventions.

SHOW WHAT YOU KNOW

1 Choose the correct verb. In your notebook, complete the sentences to make them true for you.

1 The first thing I do when I *visit* / *go* online is …
2 The person I'd like to *watch* / *follow* on Twitter is …
3 The website I *visit* / *go in* most is …
4 The last music I *downloaded* / *followed* was …
5 The last comment I *posted* / *sent* on social media was …
6 The last time I *updated* / *revised* my social media profile was …

2 SPEAKING Compare your sentences with a partner. How much time do you typically spend online each day?

3 1.24 Do the Science and Technology Quiz. Write your answers in the notebook. Then listen and check.

SCIENCE AND TECHNOLOGY QUIZ

1 Decide which dates match these digital 'firsts'.

1977 1984 1990 1993 1994

1 The first **web browser** ?
2 The first **search engine** ?
3 The first **laser printer** ?
4 The first **desktop computer** with **keyboard** and mouse ?
5 The first smartphone ?

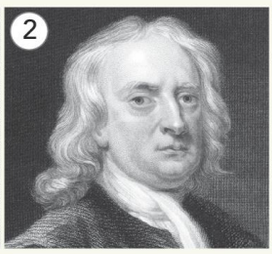
BONUS QUESTION: Which company made the first computer with a mouse?

2 Which sciences were these great scientists mostly involved in?

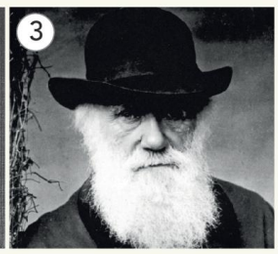
astronomy, biology, chemistry, computer science, mathematics, physics



Nicolaus Copernicus ?



Isaac Newton ?



Charles Darwin ?



Maria Skłodowska-Curie ?



Alan Turing ?

BONUS QUESTION: Which scientist won two Nobel Prizes?

4 1.25 **In your notebook, write the names of the scientists in the quiz to complete sentences 1–5 correctly. Then listen to Part 2 again and check your answers.**

1 ? did experiments with radioactive materials and discovered polonium and radium.
2 ? did research into gravity, light and many areas of physics, maths and astronomy.
3 ? invented the idea of a 'Universal Machine' or a computer in 1936.
4 ? developed the theory that the Earth moves around the Sun.
5 ? observed nature. He took notes and measurements and collected specimens from around the world.

FOCUS ON WORDS | Phones and computers

5 1.26 **Copy Focus on Words and complete it with the compound nouns in red in the quiz. Then listen, check and repeat.**

1 broadband	6 password
2 desktop computer	7 s ? e ?
3 k ?	8 text message
4 laptop	9 username
5 l ? p ?	10 w ? b ?

6 **In your notebook, complete the questions with compound nouns from Exercise 5.**

1 How many ? messages do you usually send in a day?
2 Do you always use the same ? name and password online?
3 Have you got a ? computer or a laptop?
4 Which is the most popular search ? in your country?
5 Which ? browser do you normally use?
6 Have you got a reliable ? connection with fast download speeds?
7 Do you like typing on a smartphone or do you prefer to use a key ? ?

7 SPEAKING **In pairs, ask and answer the questions in Exercise 6.**

3 **Are statements 1–3 true or false?**

1 Albert Einstein failed Mathematics at school.
2 An earthquake can shorten the length of a day.
3 Some people are left-brained, others are right-brained.



BONUS QUESTION: What percentage of our brain do we normally use?

FOCUS ON WORDS | Word building

8 1.27 **Copy the table and complete it with the science subjects in the quiz. Then listen, check and repeat.**

NOUN – SUBJECT	NOUN – PERSON
1 astronomy	astronomer
2 ?	biologist
3 ?	chemist
4 ?	computer scientist
5 ?	mathematician
6 ?	physicist

9 SPEAKING **Discuss the questions.**

1 Would you like to be a scientist? Why?/Why not?
2 Which science subject do you find easiest/most difficult to understand?
3 Which science subject do you think will be most useful to you in the future? Why?

FOCUS ON WORDS | Collocations

10 1.28 **In your notebook, complete the phrases with the infinitive form of the underlined verbs in Exercise 4. Then listen, check and repeat.**

1 collect *specimens* of plants or animals
2 ? *a theory*
3 ? *something* that no one knew about before
4 ? *an experiment* to learn what happens
5 ? *research* into a subject
6 ? *something* that did not exist before
7 ? or watch carefully
8 ? *measurements* of the size of something
9 ? *notes* so you can remember information

11 **In your notebook, complete the sentences with the correct verb in an appropriate form.**

1 Tim has *invented* a new program. It will change how people manage databases.
2 Rowena ? the sky at night. She hopes to ? a new planet.
3 Lucie ? wild plants to develop new drugs.
4 Fred is ? research into laser technology for his doctorate.
5 Lena ? experiments on plastics to measure how strong they are.
6 George looks at big numbers and ? notes. He produces formulas to solve problems.

12 SPEAKING **Name each person in Exercise 11 with a scientist word in Exercise 8. Discuss which science is the most/least important to society.**

1 Tim = a computer scientist

2.2 GRAMMAR

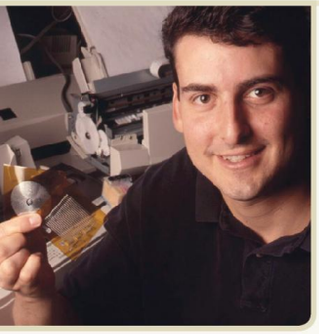
Past Continuous and Past Simple

I can use the Past Simple and Past Continuous to describe past events.

1 SPEAKING **Read what people say about e-books and printed books. Which comments do you agree with? Think of more advantages and disadvantages. Discuss with a partner.**

1. When I go on holiday, I don't have to pack heavy books.
2. I like the feel of a real book in my hands.
3. I work with computer screens all day – I don't want to read books on a screen too.
4. Books are so expensive. E-books are cheaper.

2 **Read about E ink. Who was Joe Jacobson and why did he have a 'Eureka' moment?**



In 1997 Joe Jacobson **was working** as a researcher for the Massachusetts Institute of Technology (MIT). One summer, he went on holiday to the coast. He **was lying** on a beach when he **finished** his book. Unfortunately, he didn't have another one with him. At that moment, he imagined an electronic book that he could download any time he wanted and read in direct sunlight. It was a 'Eureka' moment. His vision became E ink technology and helped develop the e-readers that we have today.

3 **Read the GRAMMAR FOCUS. Which past forms in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS

Past Continuous and Past Simple

- You use the **Past Continuous** to talk about longer actions in progress at a time in the past.
  In 1997 Joe Jacobson [1] ? *as a researcher for MIT.*
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer action (Past Continuous).
  He [2] ? *on a beach when he* [3] ? *his book.*

Past Continuous: *was/were* + *-ing* form

+	*I **was working** etc.*
–	*She **wasn't working** etc.*
?	***Were** you **working**? etc.*

4 **In your notebook, complete the beginnings of two stories with the Past Simple or the Past Continuous form of the verbs in brackets.**



It was a terrible stormy night six months after my father's death. My mother [1] *was sitting* (sit) alone by the fire, waiting for her baby to arrive. She [2] ? (feel) sad and ill. Suddenly she [3] ? (hear) a noise outside. 'There's someone at the door, Peggotty,' my mother [4] ? (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty [5] ? (reply). She [6] ? (go) and [7] ? (open) the door.



As the carriage moved quickly along the rough dry road, Jonathan Harker [8] ? (look out) at the changing view. Behind him was a land of small, green hills and colourful fields of fruit trees. Now he [9] ? (drive) into the Transylvanian mountains through a thick forest. It [10] ? (get) dark, and the other people in the carriage [11] ? (be) quiet and afraid. A woman opposite him [12] ? (reach) towards him and [13] ? (put) something in his hand. It [14] ? (be) a small, silver cross. 'Wear it around your neck,' she said. 'You'll be safe.'

5 SPEAKING **Which story would you like to continue reading and why? Tell your partner.**

6 **In your notebook, complete each sentence with one Past Simple and one Past Continuous verb form. Which sentences are true for you?**

1. My parents *were studying* (study) when they *met* (met).
2. My computer ? (crash) when I ? (do) my homework last night.
3. I ? (watch) a film when my mum ? (get) home yesterday.
4. It ? (rain) when I ? (wake up) this morning.
5. I ? (burn) myself when I ? (make) breakfast.
6. A friend ? (text) me when I ? (walk) to school.

7 SPEAKING **In your notebook, write questions for the sentences in Exercise 6. Change pronouns where necessary. Then ask your partner as in the example.**

A: Were your parents studying when they met?
B: No, they weren't.

FOCUS VLOG About technology

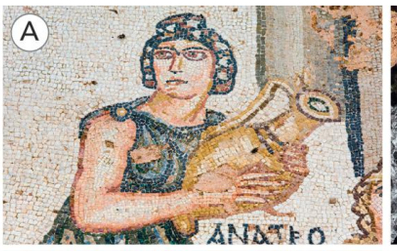
1.29 **Listen to the Focus Vlog. What devices/systems didn't work properly? Write the answers in your notebook.**

Grammar page 119

2.3 LISTENING

Matching

I can identify key details in a simple recorded narrative about scientists.













FOCUS ON WORDS | Science and scientists

1 1.30 **Decide which photos A–F illustrate the words in the box. Then listen, check and repeat.**

linguistics geology marine biology archaeology psychology conservation

2 SPEAKING 1.31 **Which job descriptions 1–6 define the jobs below? Do you know anybody who does one of these jobs? Tell your partner.**

A linguist A geologist A marine biologist
A psychologist An archaeologist A conservationist

1 ? studies and often speaks a lot of languages.
2 ? studies ways of protecting the environment.
3 ? studies rocks and the history of the earth.
4 ? studies how people behave and how their minds work.
5 ? studies people who lived thousands of years ago.
6 ? studies, observes and protects oceans.

3 1.32 **Listen to five speakers talking about why they became scientists. Which job in Exercise 2 does each person do?**

LISTENING FOCUS Matching

4 1.32 **Listen again. In your notebook, match speakers 1–5 with statements A–F. There is one extra statement.**

Speaker 1: ? Speaker 3: ? Speaker 5: ?
Speaker 2: ? Speaker 4: ?

A I'd like to find out how early childhood affects behaviour.
B I'm keen on researching how machines can talk to one another.
C I'm passionate about preserving life under the sea.
D I became interested in my field after an educational visit.
E I want to study the evolution of our planet.
F I'm focussed on developing alternative forms of sustainable energy.

FOCUS ON WORDS | Collocations

5 1.33 **In your notebook, complete the collocations with the words in the box. Then listen, check and repeat.**

data the environment evidence hours a research paper

1 analyse ? / ?
2 collect ? / ?
3 protect ?
4 publish ? / ?
5 spend ?

6 **In your notebook, complete the statements about the speakers with the words and phrases in Exercise 5.**

1 The marine biologist wants to collect ? about global warming.
2 The linguist has published ? on robot communication.
3 The psychologist loves doing research and analysing ? .
4 The archaeologist spent ? in the Egyptian room in the Louvre.
5 The conservationist is doing research into climate change to help protect ? .

7 SPEAKING **How common is it to study the same subjects as your parents? Think about your friends and family. What will you do? Discuss with a partner.**

PRONUNCIATION FOCUS

8 1.34 **Copy the table and complete it. Then listen, check and repeat. Mark the stress.**

Subject	Job
1 archaeology	archaeologist
2 ?	analyst
3 conservation	?
4 geology	?
5 ?	linguist
6 ?	psychologist

9 SPEAKING **Practise the words in Exercise 8 as in the example. Pay attention to the stress.**

A: What does an archaeologist do? B: Archaeology.

2.4 READING

Multiple choice

I can scan an interview to locate specific information.

1 SPEAKING **Look at the photos of Antarctica. Discuss the questions.**

1 What do you think it's like working there?
2 What kind of jobs do you think people do?

2 **Look at comments from people interested in working in Antarctica. Which of them are suitable in your opinion?**

1 'I don't mind working long hours.'
2 'I don't like the dark.'
3 'I need my own space.'
4 'I'm very fit and healthy.'
5 'I expect to earn lots of money.'
6 'I want to save the planet.'

3 1.35 **Listen to a talk about working in Antarctica. Check your ideas in Exercises 1 and 2.**

4 SPEAKING **Would you like to work in Antarctica? Why?/Why not? Discuss with a partner.**

5 **Read an interview with a research scientist and answer the questions.**

1 What is the population of Antarctica?
2 What did Jane Roberts do in her free time in Antarctica?
3 What did she miss most when she was there?

READING FOCUS Multiple choice

6 **Read the text again. For questions 1–5, choose the correct answer, A, B, C or D.**

1 The South Pole Station is named after
A the first person to reach the South Pole.
B the first person who died after reaching the South Pole.
C the five people who died after reaching the South Pole.
D the first two explorers to reach the South Pole.

2 People who work in Antarctica
A are residents of Antarctica.
B live in small towns.
C stay for a period of time in research stations.
D return to their country in winter.

3 Jane discovered that
A she likes working in a laboratory.
B millions of years ago dinosaurs lived on ice.
C the Antarctic wasn't always cold.
D research is like doing a jigsaw.

4 The temperature at the South Pole
A is –80 degrees all year round.
B is usually above zero in summer.
C never rises above zero.
D is too cold to go outside.

5 In the interview, Jane
A describes her experience of working in Antarctica.
B encourages tourists to visit Antarctica.
C explains how researchers apply for jobs in Antarctica.
D presents her research into the weather in Antarctica.

FOCUS ON WORDS | Nouns and verbs

7 1.37 **Decide which words in blue in the text match the definitions below. Then listen, check and repeat.**

1 several sheets of material on top of one another = *layers*
2 the skeleton = ?
3 a place where planes can land = ?
4 organise and manage = ?
5 a place to eat, usually in a school or factory = ?
6 a picture cut into small pieces that you put together = ?
7 arrived (at a place) = ?

8 SPEAKING **In your notebook, complete the questions with the correct form of the words in Exercise 7. Then ask and answer the questions in pairs.**

1 How long does it take you to ? home after school?
2 Do you usually have lunch in the school ? ?
3 Have you ever completed a 1,000-piece ? ?
4 Would you like to ? your own business one day?
5 How many ? of clothing do you wear when you go outside in winter?
6 Do any museums in your city have dinosaur ? ?

FOCUS ON WORDS | The temperature

9 1.38 **In your notebook, write the adjectives in order from coldest to hottest. Then listen, check and repeat.**

cold freezing hot warm boiling chilly

10 1.39 **Listen to the words and phrases in the box and repeat them. Then complete the sentences in your notebook.**

above/below zero average temperature
(0°) degrees centigrade (Celsius) plus/minus 10°C
The temperature rises/falls to (+40°/–80°) degrees.

The interior of Antarctica is the coldest place on Earth. The hottest month at the South Pole is January with an average temperature of minus 25 [1] ? centigrade. This is the summer in Antarctica. In fact, the temperature in Antarctica has never risen [2] ? zero. The warmest temperature ever recorded at the South Pole (on December 25, 2011) was [3] ? 12.3 degrees [4] ? . In winter, temperatures [5] ? to 80 degrees centigrade [6] ? zero. The coldest month is September.

11 SPEAKING **Tell your partner about the last time you experienced an extreme temperature, hot or cold. Use the questions to prepare.**

1 When did you experience an extreme temperature?
2 Where were you and what were you doing at the time?
3 What was the temperature? How long did it last?
4 How did you manage and what did you do?
5 Do you like extreme temperatures? Why?/Why not?

Science at the South Pole





1.36

Jane Roberts is a marine biologist. She worked for two years in Antarctica. Here, she answers your questions.

Is there really a pole at the South Pole?

Yes, there is. It's in front of the Amundsen-Scott South Pole Station. In 1911 a Norwegian explorer called Roald Amundsen was the first person to get there, followed by a British man, Robert Falcon Scott, thirty-four days later. Unfortunately, Scott and his team of five all died on the return journey. When the first explorers **reached** the South Pole there was nothing there. Now, several hundred people work at the Station. There's an **airstrip** for small planes, a **canteen**, hot showers, a post office, a tourist shop, a basketball court and a movie theatre.

Who does Antarctica belong to?

Antarctica doesn't belong to any nation. There's no permanent population, but there are bases that look like small towns. Thirty different countries **run** about seventy research stations in Antarctica. People stay there between three and eighteen months. Most people work only in the summer months, but some stay all year round. The population is around 4,000 in summer and 1,000 in winter.

Why did you want to work in Antarctica?

I was studying in London and I read about an exciting research project in Antarctica. I applied for the job, but thousands of other people also applied. I was lucky!

What exactly were you doing there?

I was doing research into marine life. I collected specimens of ice and examined them in the laboratory. There are **layers** of ice thousands of years old! We found the **remains** of a dinosaur. It was in millions of pieces and we had to put all the pieces together like a **jigsaw**. Our research showed us that millions of years ago the Antarctic was much warmer.

What did you wear in Antarctica?

It's extremely cold all year round. When I was doing experiments outside, I wore three pairs of socks and often five layers of clothing. Winter temperatures fall to −80°C and even summer temperatures are below zero at the South Pole. For several months, there's no sunlight at all. Sometimes it's too cold to go outside.

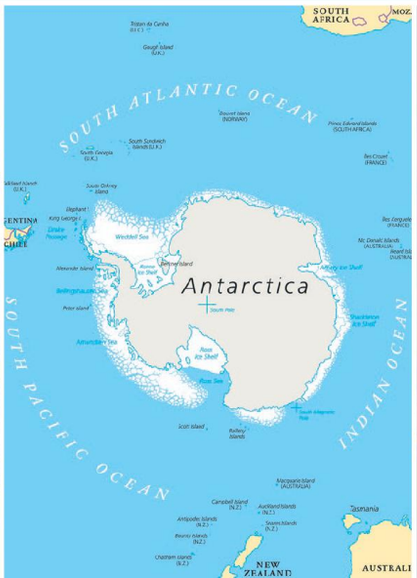
What did you do in your free time?

When it was snowing, we read lots of books and played games. There isn't much to do in Antarctica, but I enjoy reading and I made some good friends there too.

Did you miss home?

No, but I missed colours – it's very white in Antarctica! But I was working all day and it was really interesting work.







2.5 GRAMMAR

used to

I can use used to to refer to past habits and routines.





1 SPEAKING **Look at the photos. In what way are these things different today? Discuss with a partner.**

fashion friends music relationships school technology travel

2 1.40 **Listen to a dialogue between Chris and his granddad. Are the sentences true or false?**

1 He **used to phone** people from the phone in the sitting room.
2 He used to message people.
3 He didn't use to live near his friends.
4 His mum didn't use to like the loud music in his bedroom.
5 His parents **bought** him a camera for his sixteenth birthday.
6 He **used to have** five or six good friends.

3 **Read the GRAMMAR FOCUS. Which past forms in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS

used to

- You use ***used to* + verb** to talk about past states that are no longer true.
  He [1] ? have five or six good friends.
- You use ***used to* + verb** to talk about regular past actions that don't happen anymore.
  He [2] ? phone people from the phone in the sitting room.
- You don't use ***used to* + verb** to talk about a past action that only happened once. You use the **Past Simple**.
  His parents [3] ? him a camera for his sixteenth birthday. (NOT ~~*used to buy*~~)

***used to* + verb**

+	*I used to work …*
–	*He didn't use to work …*
?	*Did they use to work …? Yes, they did./No they didn't.*

4 **In your notebook, complete the sentences with the correct form of the verbs in brackets. Use *used to* + verb and the Present Simple.**

1 People *used to read* (read) maps but now they *use* (use) GPS.
2 People ? (not/use) their cars much but now they ? (drive) everywhere.
3 People ? (update) their online profiles now, but they ? (write) letters.
4 Children ? (play) inside now but in the past they ? (play) outside.
5 Teachers ? (suggest) books but now they ? (give out) website addresses.
6 Families ? (watch) the TV together but now they ? (watch) it individually.
7 Students ? (use) Google now, but they ? (look up) things in encyclopedias.
8 Parents ? (not/worry) so much but now they ? (give) children less freedom.

5 SPEAKING **Discuss the statements in Exercise 4 with a partner. Do you think they are all true?**

6 **Replace the Past Simple with *used to* + verb if possible. Which sentences are true for you?**

When I was at primary school, …
1 my parents took me to school every day.
2 I didn't go online much.
3 I went on a school trip to the Science Museum.
4 I didn't like school dinners.
5 my parents bought me my first mobile phone.
6 I wanted to be an astronaut.

7 SPEAKING **In your notebook, write questions for the sentences in Exercise 6. Then ask and answer as in the example.**

A: Did your parents use to take you to school?
B: Yes, they did.

Grammar page 120

2.6 USE OF ENGLISH

Linkers and time expressions

I can use a range of common linking words and time expressions.

1 1.41 SPEAKING **Look at the photo. What do you think the film is about? Discuss with a partner. Use the ideas in the box. Then listen and check.**

civil rights for black women computers
mathematicians American space projects robots

2 1.41 **Listen again and choose the correct option.**

1 The three women worked for NASA as *mathematicians / astronauts* during the 1950s and 60s.
2 While they were working for NASA, they earned *more / less* than their white colleagues.
3 Segregation between blacks and whites continued until the *mid- / late* 1960s.
4 When the film came out, Katherine Johnson – now *78 / 98* years old – met the actress who played her.
5 As soon as Johnson arrived at the *2016 / 2017* Oscars ceremony, everyone stood up and cheered.

3 **Read the LANGUAGE FOCUS. Which words in blue in Exercise 2 complete the information correctly?**

LANGUAGE FOCUS

Linkers and time expressions

- You use conjunctions ***when/while*** to link things that happen at the same time. [conjunction + subject + verb]
  [1] *While they were working for NASA, they earned less than their white colleagues.*
- You use conjunctions *after/*[2] ? */before/when* to link things that happen in an order. [conjunction + subject + verb]
  [3] ? *the film came out, Johnson met the actress who played her.*
- You use prepositions *during/for/until (till)/by* as follows:
  during + **noun phrase** to say **when** something happens –
  [4] ? *the 1950s and 60s*
  until (till) + **noun phrase** to talk about **a state** that continues up to a point in time –
  Segregation continued [5] ? *the mid-1960s.*
  by + **noun phrase** to talk about **an action** that happens at or before a point in time –
  Segregation stopped by the late 1960s.

4 **Choose the correct option. Then change the information to make the sentences true for you.**

1 I haven't been to the cinema *for / during* several weeks.
2 I saw Hidden Figures *during / while* I was on holiday.
3 I learnt a lot about American Civil Rights *during / while* the film.
4 I didn't know that segregation in the US continued *until / by* 1964.
5 I ate some popcorn *when / after* I was watching the film.
6 *As soon as / While* the film finished, I went home.



5 1.42 USE OF ENGLISH **Read the text. For each gap 1–8, choose the correct answer, A, B or C. Then listen and check.**



KATHERINE JOHNSON

[1] ? Katherine Johnson was a child, she was a maths genius. [2] ? she was only 14, she went to university to study maths. [3] ? she was studying at university, her Maths professor told her she should become a research mathematician. [4] ? she graduated from university she became a teacher. [5] ? the 1940s she got married and had children. She didn't become a research mathematician [6] ? she was 35. She got a job as a 'computer' with NASA. Katherine was different from other 'computers' – [7] ? she was at NASA, she asked a lot of questions. [8] ? Katherine Johnson started work at NASA, only men went to important meetings. She changed that!

1	A When	B Before	C During
2	A While	B When	C Until
3	A During	B While	C After
4	A Before	B While	C As soon as
5	A Till	B During	C While
6	A until	B by	C during
7	A during	B while	C after
8	A Before	B During	C As soon as

6 **In your notebook, complete the sentences. Write five true sentences and one false.**

1 While I was going home yesterday, I …
2 As soon as I got home, I …
3 During the evening I …
4 I didn't go to bed until …
5 I was fast asleep by …

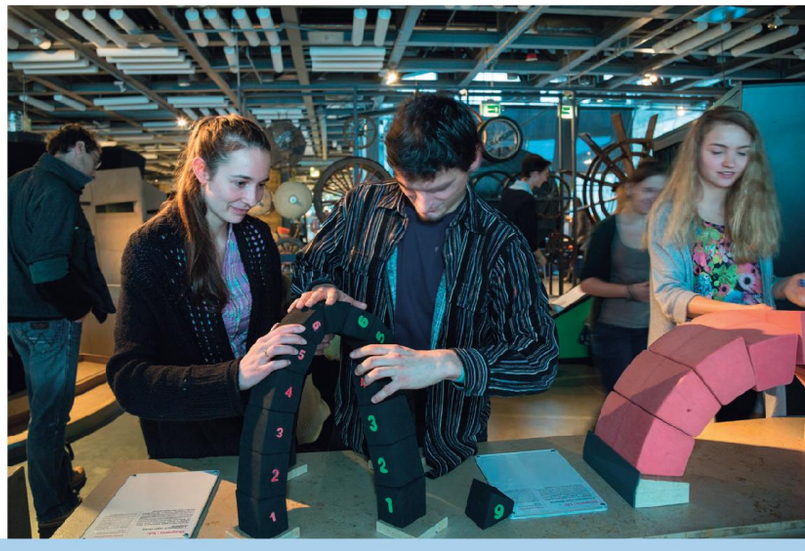
7 SPEAKING **Read your sentences in Exercise 6 to your partner for him/her to guess which sentence is false.**

Use of English page 121

2.7 WRITING

An informal email/letter

I can write a simple informal email with news and opinions.



1 SPEAKING **In your notebooks, list the top three tourist attractions in your city or neighbourhood. Compare your answers with other people in the class.**

2 **Read the emails and answer the questions.**

1 Why did Alice write to Adam?
2 What did Adam like best in the Copernicus Science Centre?

To: Adam
Subject: You must see this!

Hi Adam,

I've just come back from a visit to the Copernicus Science Centre – it's really cool! You MUST go! You'll love it. I like the Planetarium best. **Make sure you visit the Robot Room**. It's great fun. It's open every day except Monday from 9 a.m. **Arrive early** because it's always crowded. **Don't go by bus** – **take the underground** because there's a station near the centre. **Wear comfortable shoes** because it's a very big place. **Don't take sandwiches** – there's a good canteen, but **take a bottle of water**.

Have fun.

See you,

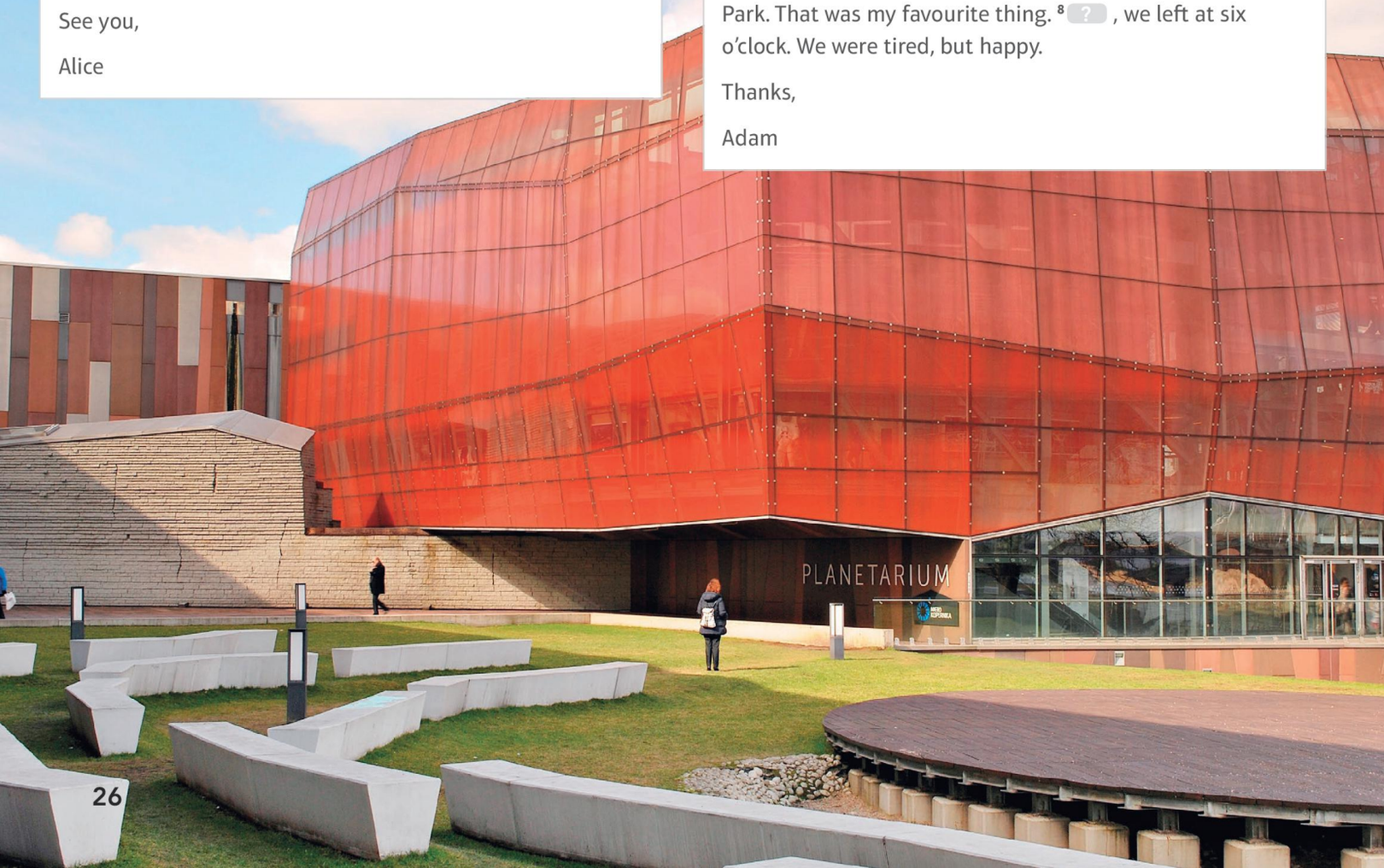
Alice

To: Alice
Subject: Re. You must see this!

Just a quick message to say a big THANK YOU for suggesting the Copernicus Science Centre. It was a perfect day. [1] ? we went to the Gallery and did some interactive experiments – we really enjoyed that. [2] ? we went to the Robotic Theatre. That was amazing – the actors are robots! It was brilliant and we stayed there for ages, but [3] ? it finished and we went to the canteen for lunch. [4] ? , we went to the Planetarium. We stayed there for at least two hours. [5] ? we watched a film about the history of space – wow, I learnt so much. [6] ? we watched another film about black holes – that was scary. [7] ? we were tired, so we relaxed in the Discovery Park. That was my favourite thing. [8] ? , we left at six o'clock. We were tired, but happy.

Thanks,

Adam



3 Which linker, A, B or C, completes each gap in Adam's email correctly?

1	A First	B Then	C Afterwards
2	A In the end	B First	C Then
3	A after that	B eventually	C first
4	A First	B Afterwards	C Finally
5	A Finally	B In the end	C First
6	A Then	B First	C Eventually
7	A Finally	B After that	C First
8	A Finally	B Later	C Then

4 Read the WRITING FOCUS. Which underlined phrases in Adam's email to Alice in Exercise 2 complete the examples correctly?

WRITING FOCUS

An informal email/letter

- Start the email with a short phrase. You don't have to write complete sentences:
  Sorry this is a short email./Great to hear from you./ Just a quick [1] ? .
- Use dashes (–) to add comments or more information:
  We did some interactive experiments – [2] ? .
  We watched a film about black holes – [3] ? .
- Use linkers:
  Beginning: *First*
  Middle: *Then/Later/After that/Afterwards*
  End: *Finally/In the end/Eventually*

5 In your notebook, put the events in the correct order and add linkers to describe Adam and his friend's day.

a They went for lunch.
b They watched some films.
c They saw some robots.
d They relaxed in the Discovery Park.
e They left at six o'clock.
f They did some experiments.

First they did some experiments. Then …

6 Read the LANGUAGE FOCUS. In your notebook, complete the examples with the imperatives in purple in Alice's email to Adam.

LANGUAGE FOCUS

Imperatives

Use imperatives to give advice.

The queues are long. [1] *Arrive early* .
There's a station near the centre. [2] ? ./
[3] ? .
The robots are great. [4] ? .
There's a great café. [5] ? .
You have to walk a lot. [6] ? .
You might get thirsty. [7] ? .
It's a very interesting place. [8] ? .

7 In your notebook, complete the sentences with appropriate advice.

1 The concert starts exactly at 8. Don't … /Be …
2 The theatre's difficult to find. Make sure …
3 We're going to a party afterwards. Wear …
4 There's no food there. Eat …
5 It's hot in the theatre. Don't wear …
6 We need to get a taxi home. Bring …

SHOW WHAT YOU'VE LEARNT

8 Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Niedawno napisała do ciebie twoja koleżanka Sophie. Przeczytaj fragment jej wiadomości poniżej i napisz swoją odpowiedź.

W swoim e-mailu:

- opisz ostatnio odwiedzone przez ciebie miejsce,
- napisz, co można tam robić,
- przekaż Sophie wskazówki dotyczące nakazów i zakazów obowiązujących w tym miejscu,
- napisz, co najbardziej ci się spodobało i dlaczego.

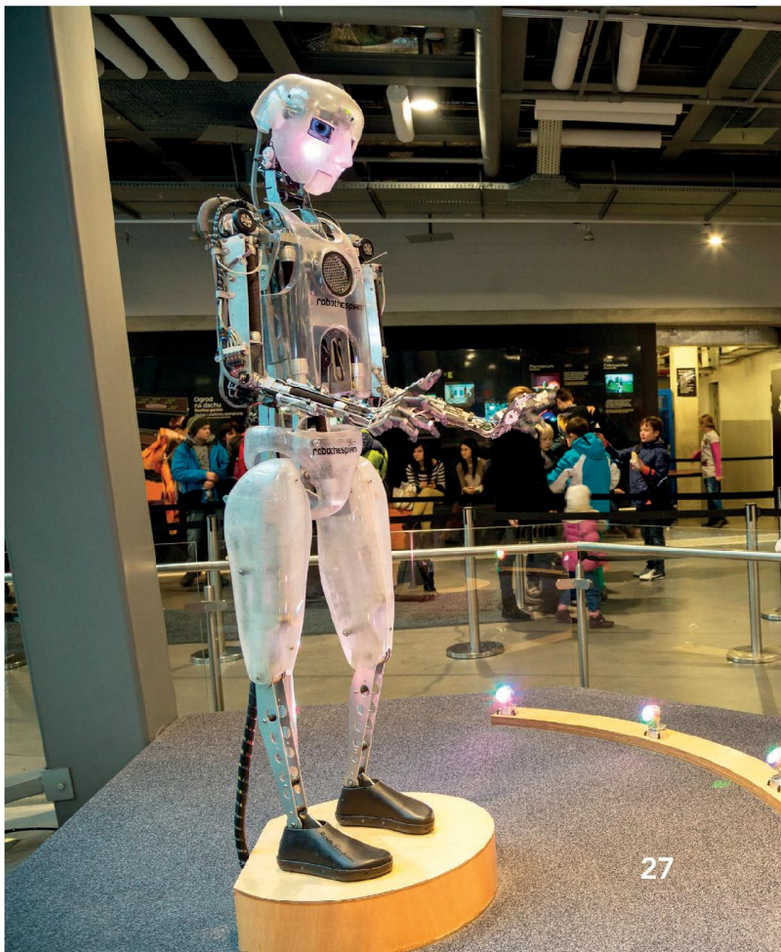
Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

From: Sophie

Have you been to an interesting museum or gallery recently – or maybe an exhibition? I'm looking for somewhere to take my cousin. She's staying with us for a week. Tell me where you went and what it was like. Thanks!

To: Sophie

Hi Sophie,
Thanks for the email.
…



2.8 SPEAKING

Telling a story

I can tell a story and show interest in someone's story.

1 SPEAKING **Look at the photo of Tom. Then ask and answer the questions in pairs.**

1 Where was Tom?
2 What was he doing?
3 What was the problem?

2 1.43 **Read and listen to the story. Compare your ideas in Exercise 1.**



Lisa: Hi Tom. How was your holiday in Australia?
Tom: It was really good, thanks … except for the day I nearly died. ❶
Lisa: What happened?
Tom: I was doing some climbing. At first the sun was shining and I was enjoying myself. ❷ But all of a sudden the weather changed. It became really foggy and I couldn't see the path. ❸
Lisa: Oh dear, that sounds frightening.
Tom: I was pretty worried. I continued for a while, but finally I realised I was lost.
Lisa: What did you do?
Tom: Fortunately, I had my phone with me so I called my father – 9,000 miles away in England! He called the Australian police and told them where I was. Then they called me. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited. ❹
Lisa: Oh no, what a nightmare!
Tom: Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again. ❺

3 **There are often five stages in a story. Which stage 1–5 in Tom's story matches which heading a–e below?**

a background
b final comment
c introduction
d problem
e main events

4 **Read the SPEAKING FOCUS. Which underlined phrases in the story in Exercise 2 complete the examples correctly?**

SPEAKING FOCUS

Telling a story

Use the right tenses

- Past Continuous for the 'background':
  The sun [1] ? and I was enjoying myself.
- Past Simple for the 'problem' and the 'main events':
  The weather changed. I couldn't see the path.

Use linkers

- Beginning: To start with/At [2] ?
- Middle: Suddenly/All of a [3] ?/Luckily/ Fortunately/[4] ?
- End: In the end/Finally/[5] ?

Say how you felt

I was excited/frightened/surprised/shocked/worried, etc.

Make a 'final comment'

It was the best/worst day of my life!
I'll never forget the look on his face!
I'll never [6] ? .

Listening to a story

Neutral response

Really?/Oh dear./Oh no.

Strong response

That sounds amazing/funny/[7] ? .
What a great story/[8]a ? !

Respond with questions

What happened? What did you do?

5 **Follow the instructions to prepare your story.**

1 Choose a topic from the box or one of your own ideas.

a dangerous situation a mistake
some good or bad news some good or bad luck
a nice surprise something that happened on holiday
a problem with technology

2 Think about what you are going to say and make notes in your notebook under the headings for the five stages of a story in Exercise 3.

6 SPEAKING **Follow the instructions below to practise telling your stories. Then act out your dialogue to the class.**

Student A: Use your notes in Exercise 5 to tell the story.
Student B: Use the SPEAKING FOCUS to respond to what Student A says.

2.1 Vocabulary 4.9

astronomer /əˈstrɒnəmə/ astronom
astronomy /əˈstrɒnəmi/ astronomia
biologist /baɪˈɒlədʒɪst/ biolog
biology /baɪˈɒlədʒi/ biologia
broadband /ˈbrɔːdbænd/ szerokopasmowe łącze internetowe
chemist /ˈkeməst/ chemik
chemistry /ˈkeməstri/ chemia
collect specimens /kəˌlekt ˈspesəmənz/ zbierać próbki/okazy
computer science /kəmˈpjuːtə ˌsaɪəns/ informatyka
computer scientist /kəmˌpjuːtə ˈsaɪəntəst/ informatyk
desktop computer /ˌdesktɒp kəmˈpjuːtə/ komputer stacjonarny
develop a theory /dɪˌveləp ə ˈθɪəri/ opracować teorię
digital /ˈdɪdʒətl/ cyfrowy
discover /dɪsˈkʌvə/ odkryć
do an experiment /ˌduː ən ɪkˈsperɪmənt/ przeprowadzać eksperyment
do research /ˌduː ˈriːsɜːtʃ/ prowadzić badania
download music /ˌdaʊnˌləʊd ˈmjuːzɪk/ ściągać muzykę
gravity /ˈgrævəti/ grawitacja
invent /ɪnˈvent/ wynaleźć
keyboard /ˈkiːbɔːd/ klawiatura
laptop /ˈlæptɒp/ laptop
laser printer /ˈleɪzə ˌprɪntə/ drukarka laserowa
mathematician /ˌmæθəməˈtɪʃən/ matematyk
mathematics /ˌmæθəˈmætɪks/ matematyka
mouse /maʊs/ mysz
observe /əbˈzɜːv/ obserwować
password /ˈpɑːswɜːd/ hasło
physicist /ˈfɪzəsəst/ fizyk
physics /ˈfɪzɪks/ fizyka
planet /ˈplænət/ planeta
science /ˈsaɪəns/ nauki ścisłe
scientist /ˈsaɪəntəst/ naukowiec
screen /skriːn/ ekran
search engine /ˈsɜːtʃ ˌendʒən/ wyszukiwarka
smartphone /ˈsmɑːtfəʊn/ smartfon
take measurements /ˌteɪk ˈmeʒəmənts/ zmierzyć, dokonać pomiarów
take notes /ˌteɪk ˈnəʊts/ robić notatki
text message /ˈtekst ˌmesɪdʒ/ wiadomość tekstowa
update your profile /ʌpˌdeɪt jɔː ˈprəʊfaɪl/ aktualizować swój profil
username /ˈjuːzəneɪm/ nazwa użytkownika
visit a website /ˌvɪzət ə ˈwebsaɪt/ odwiedzić stronę internetową
web browser /ˈweb ˌbraʊzə/ przeglądarka internetowa

2.2 Grammar 4.10

arrive /əˈraɪv/ przybywać, pojawiać się
burn yourself /ˈbɜːn jəˌself/ oparzyć się
carriage /ˈkærɪdʒ/ powóz
coast /kəʊst/ wybrzeże
crash /kræʃ/ zawiesić się
direct sunlight /daɪˈrekt ˈsʌnlaɪt/ bezpośrednie światło słoneczne
e-book /ˈiː bʊk/ e-book
E ink /ˈiː ɪŋk/ atrament elektroniczny
electronic /ˌelɪkˈtrɒnɪk/ elektroniczny
e-reader /ˈiː ˌriːdə/ czytnik e-booków
get dark /ˌget ˈdɑːk/ ściemniać się
get home /ˌget ˈhəʊm/ wrócić do domu
hill /hɪl/ pagórek, wzniesienie
imagine /ɪˈmædʒɪn/ wyobrazić sobie
reach towards /ˌriːtʃ təˈwɔːdz/ sięgać w kierunku
reply /rɪˈplaɪ/ odpowiadać
researcher /rɪˈsɜːtʃə/ badacz
rough /rʌf/ wyboisty, nierówny
servant /ˈsɜːvənt/ służący
silver cross /ˌsɪlvə ˈkrɒs/ srebrny krzyżyk
text sb /ˈtekst ˌsʌmbɒdi/ napisać do kogoś SMS
thick forest /ˌθɪk ˈfɒrəst/ gęsty las
vision /ˈvɪʒən/ wizja
wake up /ˌweɪk ˈʌp/ obudzić się

2.3 Listening 4.11

affect /əˈfekt/ wpływać na, mieć wpływ na
analyse data/evidence /ˌænəlaɪz ˈdeɪtə/ ˈevədəns/ analizować dane/dowody
analysis /əˈnæləsəs/ analiza
ancestor /ˈænsəstə/ przodek
archaeologist /ˌɑːkiˈɒlədʒɪst/ archeolog
archaeology /ˌɑːkiˈɒlədʒi/ archeologia
collect data/evidence /kəˌlekt ˈdeɪtə / ˈevədəns/ gromadzić dane/dowody
conservation /ˌkɒnsəˈveɪʃən/ ochrona przyrody
conservationist /ˌkɒnsəˈveɪʃənɪst/ działacz ruchu na rzecz ochrony przyrody
environment /ɪnˈvaɪrənmənt/ środowisko
evolution /ˌiːvəˈluːʃən/ ewolucja
exploration /ˌekspləˈreɪʃən/ badanie, odkrywanie
explore /ɪkˈsplɔː/ badać, eksplorować
find a solution /ˌfaɪnd ə səˈluːʃən/ znaleźć rozwiązanie
geologist /dʒiˈɒlədʒɪst/ geolog
geology /dʒiˈɒlədʒi/ geologia
global warming /ˌgləʊbəl ˈwɔːmɪŋ/ globalne ocieplenie
linguist /ˈlɪŋgwɪst/ językoznawca
linguistics /lɪŋˈgwɪstɪks/ językoznawstwo
marine biologist /məˌriːn baɪˈɒlədʒəst/ biolog morski
marine biology /məˌriːn baɪˈɒlədʒi/ biologia morska
protect the environment /prəˌtekt ðiː ɪnˈvaɪrənmənt/ chronić środowisko naturalne
protection /prəˈtekʃən/ ochrona
psychologist /saɪˈkɒlədʒɪst/ psycholog
psychology /saɪˈkɒlədʒi/ psychologia
publish a research paper/evidence /ˌpʌblɪʃ ə rɪˈsɜːtʃ ˌpeɪpə/ˈevədəns/ opublikować artykuł naukowy / dowody
solution /səˈluːʃən/ rozwiązanie
solve /sɒlv/ rozwiązać
spend hours /ˌspend ˈaʊəz/ robić coś godzinami
technology /tekˈnɒlədʒi/ technika, technologia

2.4 Reading 4.12

above zero /əˌbʌv ˈzɪərəʊ/ powyżej zera
airstrip /ˈeəstrɪp/ lądowisko
average temperature /ˌævərɪdʒ ˈtemprətʃə/ średnia temperatura
below zero /bɪˌləʊ ˈzɪərəʊ/ poniżej zera
boiling /ˈbɔɪlɪŋ/ upalny, skwarny
canteen /kænˈtiːn/ stołówka
chilly /ˈtʃɪli/ chłodny
cold /kəʊld/ zimny
degree centigrade /dɪˌgriː ˈsentəgreɪd/ stopień Celsjusza
fall /fɔːl/ spadać, obniżać się
freezing /ˈfriːzɪŋ/ lodowaty
hot /hɒt/ gorący
jigsaw /ˈdʒɪgsɔː/ puzzle
layer /ˈleɪə/ warstwa
own (adj) /əʊn/ własny
permanent /ˈpɜːmənənt/ stały
plus/minus 25 degrees /ˈplʌs/ˈmaɪnəs ˈtwenti ˈfaɪv di ˈgriːz/ plus/minus 25 stopni
reach home/the South Pole /ˌriːtʃ ˈhəʊm/ ðə saʊθ ˈpəʊl/ dotrzeć do domu / na Biegun Południowy
recorded /rɪ ˈkɔːdɪd/ odnotowany, zarejestrowany
remains /rɪˈmeɪnz/ szczątki
return to /rɪˈtɜːn tə/ wracać do
rise /raɪz/ wzrastać, podnosić się
run a business/research station /ˌrʌn ə ˈbɪznəs/rɪˈsɜːtʃ ˈsteɪʃən/ prowadzić firmę / stację badawczą
save /seɪv/ ocalić
the dark /ðə dɑːk/ ciemność
warm /wɔːm/ ciepły

2.5 Grammar 4.13

astronaut /ˈæstrənɔːt/ astronauta
camera /ˈkæmərə/ aparat fotograficzny, kamera
give out /ˌgɪv ˈaʊt/ rozdawać
GPS /ˌdʒiː piː ˈes/ system nawigacji satelitarnej GPS
inside /ɪnˈsaɪd/ w środku, wewnątrz
look up /ˌlʊk ˈʌp/ odszukać, sprawdzić
mobile phone /ˌməʊbaɪl ˈfəʊn/ telefon komórkowy
outside /aʊtˈsaɪd/ na zewnątrz

2.6 Use of English 4.14

cheer /tʃɪə/ wiwatować
civil rights /ˌsɪvəl ˈraɪts/ prawa obywatelskie
fast asleep /ˌfɑːst əˈsliːp/ śpiący głębokim snem
graduate from /ˈgrædʒuət frəm/ ukończyć (np. szkołę, studia)
space /speɪs/ kosmos
stand up /ˌstænd ˈʌp/ wstawać

2.7 Writing 4.15

black hole /ˌblæk ˈhəʊl/ czarna dziura
discovery /dɪsˈkʌvəri/ odkrycie
except (for) /ɪkˈsept fə/ oprócz
interactive experiment /ˌɪntərˌæktɪv ɪkˈsperəmənt/ eksperyment interaktywny
make sure /ˌmeɪk ˈʃɔː/ upewnić się
take the underground /ˌteɪk ðiː ˈʌndəgraʊnd/ pojechać metrem
thirsty /ˈθɜːsti/ spragniony

2.8 Speaking 4.16

all of a sudden /ˌɔːl əv ə ˈsʌdn/ nagle, niespodziewanie
frightened /ˈfraɪtnd/ przerażony, wystraszony
go dead /ˌgəʊ ˈded/ rozładować się, paść
nightmare /ˈnaɪtmeə/ koszmar
put on /ˌpʊt ˈɒn/ włączyć
shocked /ʃɒkt/ wstrząśnięty
surprised /səˈpraɪzd/ zaskoczony
torch /tɔːtʃ/ latarka

FOCUS REVIEW 2

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie formy podanych w ramce czasowników poprawnie uzupełniają zdania? Jeden czasownik nie pasuje do żadnego z nich.

collect develop discover do invent observe take

1 Edwin Hubble, an American astronomer, ? galaxies through a telescope.
2 Last month the scientists ? specimens of some sea spiders from Antarctica.
3 Make sure you ? notes when we are at the museum.
4 Do you know who ? the electric guitar?
5 This month two teams of archaeology students ? research in South Africa.
6 Linguists and psychologists are cooperating to ? a new theory of language learning.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 Mr Marco works as a ? at the University of Alaska. **PHYSICS**
2 We all tried to find the best ? to the problem. **SOLVE**
3 I want to study ? at university. **CHEMIST**
4 A ? is someone who works to protect plants and animals. **CONSERVE**
5 Take ? of your desk before you buy a new computer screen. **MEASURE**
6 The cost of space ? is very high. **EXPLORE**

3 Używając podanych wyrazów, napisz pełne zdania.

1 My computer / crash / while / I / download / a song.
2 Tom / lose / his smartphone / when / he / run / in the park.
3 The first international Internet chat / take place / in February 1989.
4 It / be / so hot yesterday. The temperature / rise / to 38 degrees C.
5 What / you / do / this time last year?
6 I / wait / for the photos from Sandra / last night/ but / she / not / send / me any.

4 Która z podanych form czasowników jest poprawna?

1 Broadband Internet *didn't use to be / weren't* so popular in the 1980s.
2 Did your grandparents *use to buy / buy* a black and white television in the 1960s?
3 We *did / used to do* a lot of exercises last weekend.
4 My brother *used to spend / was spending* a few hours a day online.
5 Last winter the temperature *used to fall / fell* to minus 28 degrees C.
6 *Did they use to use / Did they use* GPS when they were climbing in the Alps?

ŚRODKI JĘZYKOWE

Parafraza zdań; pary zdań

5 Która z podanych opcji A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?

1 NASA <u>is running</u> a project on using 3D printers to make food in space.
A is analysing
B is organising
C is planning
2 When Anton <u>was a student</u>, he applied for his first job.
A studied
B was studying
C used to study
3 Lack of water is <u>a permanent problem</u> in this country.
A a problem that is always there
B a problem that is sometimes there
C a new problem
4 X: When I was a child, I was in a serious car accident and I spent a month in hospital.
Y: <u>What a nightmare!</u>
A What a great story!
B That sounds frightening!
C Really? That's cool!
5 My sister got lost in the forest, but, <u>luckily</u>, she managed to phone for help.
A suddenly
B eventually
C fortunately
6 We analysed the data <u>while we were talking online</u>.
A before the online talk
B after the online talk
C during the online talk

6 Która z podanych opcji A–C poprawnie uzupełnia luki w obydwu zdaniach każdej pary?

WSKAZÓWKA
Poszczególne opcje A–C mogą pasować do pojedynczych zdań w parze, ale tylko jeden wyraz uzupełnia oba zdania jednocześnie.

1 She ? for her bag and took out the phone.
We ? home late in the afternoon.
A asked B arrived C reached
2 They haven't published their research ? yet.
How much ? do we need to print the documents?
A paper B report C ink
3 The radio has warned of ? temperatures today.
Cook the pasta in ? water for about 10 minutes.
A freezing B boiling C high
4 I can't believe you've bought a desktop ? !
To be a ? scientist you have to be good at maths.
A rocket B computer C space
5 As ? as they discovered the cave, they started exploring it.
They reached the top too ? and spent hours waiting for the sunrise.
A soon B early C fast

CZYTANIE

Wybór wielokrotny

7 Przeczytaj trzy teksty związane z nauką i techniką. Która z podanych opcji A–C jest poprawna?

Underwater forest

Several years ago, scuba diver Chas Broughton discovered an underwater forest of massive ancient cypress trees. Located twenty kilometres from the coast of Alabama, in the Gulf of Mexico, it is home for thousands of sea animals. Chas told a local journalist about the discovery, but they kept it secret until 2004, when Hurricane Ivan uncovered some of the trees. Then scientists started exploring the area. They have suggested that the forest is more than 50,000 years old. In the past, the ocean level in the area was 125 metres lower than today, but when it rose, the water swallowed the trees up. The forest is so unique that conservationists are now working to make it a marine protected area.

1 The scientists
- A found out about the discovery from a local journalist.
- B started visiting the area after the 2004 hurricane.
- C are trying to protect the forest.

Your ideas in 3-D

Are you interested in 3-D printing but don't want to buy another expensive gadget?

Then this offer is for you! Our 3-D printing service will help you produce a figure from your favourite video game, parts for a robot you are building in your basement, beautiful jewellery or decorations for your home. Just choose a design from our catalogue or create your own, decide what material, size and colour you want and send your project to us.

We will print the object and send it to you in no time!

For more information visit our website at:
www.weprint3d.ic

2 The advertisement is addressed to people who
- A want to buy a 3-D printer.
- B are professional designers.
- C want to use 3-D printing technology.

Last week I took part in an unusual survey. A psychologist invited forty four families and asked us different questions about eating habits now and in the past. She wanted to find out why fathers give children less healthy food than mothers. Strange, isn't it? But it's true in my family.
When my mum isn't at home for dinner, Dad orders a pizza. Mum doesn't accept unhealthy food because she feels responsible for what we eat. Dad cares more about my education or hobbies. According to the survey, in most families the situation was and is similar. Teenagers observe their parents and learn how to behave in the future. My parents used to observe their parents and now I am observing them. This is how people learn some gender norms.

3 The survey the writer took part in shows that
- A mothers and fathers look after families in different ways.
- B fathers don't care about families as much as mothers.
- C teenagers would like to change eating habits in their families.

MÓWIENIE

8 Jakie wyrazy uzupełniają poniższe pytania? Pierwsza litera każdego wyrazu została podana. Następnie w parach, odpowiedzcie na te pytania.

1 **W** ? do you use the Internet for?
2 Do you use **s** ? media? Why?/Why not?
3 What **i** ? do you find the most useful? Why?
4 What were you doing **y** ? at 8 p.m.?



9 Pracując w parach, zapiszcie w zeszytach pięć wyrazów, które można wykorzystać do opisania tego zdjęcia.

10 Wyobraź sobie, że jesteś jedną z osób na zdjęciu powyżej. Odpowiedz na pytania.

1 When was it?
2 What was the weather like?
3 Who were you with?
4 What were you doing? What happened?
5 How did you feel about it in the end?

11 Wykonaj zadanie.

Tell me about a day when you got lost somewhere.

PISANIE

E-mail/List prywatny

12 Przeczytaj zadanie. Spośród podanych opcji a–c wybierz tę, która najlepiej pasuje do zadania.

Twój kolega z Wielkiej Brytanii zamierza przyjechać do Polski ze swoją dziewczyną i poprosił cię o wskazówki dotyczące wyjazdu. Napisz e-mail z odpowiedzią. W swoim e-mailu:
- zaproponuj koledze miejsce, które powinni odwiedzić, i uzasadnij swój wybór,
- opisz krótko, co wydarzyło się w czasie twojego pobytu w tym miejscu,
- odradź mu odwiedzenie innego miejsca i uzasadnij swoją opinię,
- ?

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

a opisz swoje ulubione miejsce z dzieciństwa.
b zasugeruj, co kolega powinien przywieźć ze sobą, i napisz dlaczego.
c opisz, co zwykle zabierasz na wakacje.

13 Wykonaj zadanie w ramce z ćwiczenia 12.

3

The arts

Beauty is in the eyes of the beholder.
A proverb

3.1

VOCABULARY

Watching habits • TV programmes • adjectives • elements of a film/TV drama

I can use language related to films, film-making and TV.

SHOW WHAT YOU KNOW

1 **In your notebook, put the words and phrases in the box under an appropriate verb.**

the telly Internet radio stations my favourite rock album
~~blogs on my laptop~~ fashion magazines horror movies
music on my mobile e-books YouTube clips

Read	Watch	Listen to
blogs on my laptop	?	?

2 SPEAKING **Think of three more words and phrases for each verb. Which of them do you do? Tell your partner.**

I read blogs on my laptop.

One episode is never enough

I have an embarrassing confession to make – I am a TV binge watcher! Of course I don't mean traditional TV programmes – **documentaries**, **chat shows**, **reality TV** and the old **soap operas** my grandmother likes to watch. They're boring. No – I mean the on-demand TV series that are so engaging and addictive.

When I was a teenager, before on-demand TV, I was a bookworm. I used to sit down with a gripping novel, and read chapter after chapter, sometimes a whole book in a day. Now, I'm twenty-seven and I do the same with TV.

TV audiences are becoming more difficult to please, so TV channels are producing better dramas more quickly. The best drama series have complex plots and fascinating characters. I just have to watch the next episode.

My greatest weakness? I really like dramas that are funny and moving with brilliant acting. But my absolute favourite type of series is **fantasy** or **science fiction**. I love the imaginative costumes and amazing special effects. The series I watch on TV are excellent. I never go to the cinema these days.



3 SPEAKING **In your notebook, complete the sentences to make them true for you. Then discuss your TV habits with a partner.**

1 I usually watch TV *with my family / on my own / …*
2 I watch most TV programmes *live / on demand / …*
3 I usually watch TV programmes on *my phone / the TV / …*
4 Each day I watch TV for around *fifteen minutes / one hour /…*
5 I also watch other things such as *YouTube clips / music videos / …*
6 My favourite TV programme at the moment is [?] .

4 **Read the text on page 32. What is a 'TV binge watcher'?**

5 SPEAKING **Discuss the questions.**

1 Are you a TV binge watcher?
2 What's the longest single time you've ever spent watching TV?

FOCUS ON WORDS | TV programmes

6 1.44 **In your notebook, complete the lists below with the words in red from the text. Then listen, check and repeat.**

Factual

1 cooking programmes
2 d[?]s
3 news bulletins
4 travel shows
5 weather forecasts

Light entertainment

1 animation
2 chat shows
3 comedy
4 game shows
5 r[?]y TV
6 sitcoms
7 talent shows

Drama

1 crime dramas
2 f[?]y
3 horrors
4 musicals
5 period dramas
6 romantic comedies
7 s[?]e f[?]n
8 s[?]p o[?]s
9 thrillers

7 SPEAKING **Think of an example of each type of TV programme in Exercise 6. Which programmes do you never/rarely/sometimes/often/binge watch? Tell your partner.**

FOCUS ON WORDS | Adjectives

8 1.45 **In your notebook, complete the list with the underlined adjectives in the text. Then listen, check and repeat.**

1 addictive
2 c[?]x
3 disappointing
4 em[?]g
5 entertaining
6 en[?]g
7 e[?]t
8 f[?]g
9 g[?]g
10 i[?]e
11 inspiring
12 m[?]g

9 **Which adjectives in Exercise 8 are positive? Which of them are negative? (Some can be both, depending on the context.)**

FOCUS ON WORDS | Elements of a film/TV drama

10 1.46 **Decide which words in the box match the definitions 1–9. Then listen, check and repeat.**

acting characters costume ending plot script setting soundtrack special effects

1 the written words of a drama = script
2 the place where or time when a drama takes place = [?]
3 the way a drama ends = [?]
4 the music that is played during a drama = [?]
5 the events in the story of a drama = [?]
6 artificially created images or sound in a drama = [?]
7 the main people in a drama = [?]
8 what actors do in a drama = [?]
9 clothes an actor wears = [?]

REMEMBER THIS

British	American
film	movie
go to the cinema	go to the movies

11 1.47 **Listen to Lucy talking about her favourite TV series and write her answers in your notebook. Then listen again and check.**

1 What is your favourite TV series? Humans
2 How or where do you watch it?
3 How many episodes have you watched?
4 What kind of series is it?
5 What is the setting?
6 What is the plot or main storyline?
7 What do you like most about it?

12 SPEAKING **Discuss your favourite TV series using the questions in Exercise 11.**



GLOSSARY

audiences – widzowie
bookworm – mól książkowy
confession – wyznanie, spowiedź
novel – powieść
weakness – słabość

3.2 GRAMMAR

Comparative and superlative adjectives

I can use all forms of comparative and superlative adjectives to make comparisons.

1 1.48 **In your notebook, do the Quick Culture Quiz. Then listen and check.**



True or False?

1. Shakespeare's play *Romeo and Juliet* isn't **as long as** *Hamlet*.
2. Singer Mariah Carey has a **better** vocal range **than** Christina Aguilera.
3. **The biggest** music festival in the world is the Glastonbury Festival in the UK.
4. **The best-selling** album of all time is *Thriller* by Michael Jackson.
5. The Palace Museum in Beijing is **a bit busier than** the Musée du Louvre in Paris.
6. The *Harry Potter* films were **far more expensive** to make **than** *Pirates of the Caribbean*.

2 **Read GRAMMAR FOCUS. Which comparative and superlative adjectives in blue in Exercise 1 complete the examples correctly?**

GRAMMAR FOCUS

Comparative and superlative adjectives

	Comparative	Superlative
Short adjectives		
long	longer (than)	**the** longest
big	bigger (than)	[1] ?
busy	[2] ? (than)	**the** busiest
Long adjectives		
expensive	[3] ? expensive (than)	**the most** expensive
Irregular adjectives		
good	[4] ? (than)	**the best**
bad	**worse** (than)	**the worst**
far	**further** (than)	**the furthest**

- You use ***(just) as* + adjective + *as*** to say things are equal and you use ***not as* + adjective + *as*** to make negative comparisons.
  Romeo and Juliet ***isn't*** [5] ? ***long as*** *Hamlet.*
  = Hamlet ***is longer than*** *Romeo and Juliet.*
- You use ***a bit*** or ***much/far*** to modify comparisons.

3 **Copy the table and complete it with the comparative and superlative forms of the adjectives in the box.**

bad far fat funny high lucky popular simple talented thin

SPELLING RULE	COMPARATIVE ADJECTIVES	SUPERLATIVE ADJECTIVES
Add *-er / -r*	*higher*	?
Double letter + *-er*	?	?
Delete *-y*, add *-ier*	?	?
more + adjective	?	?
Irregular	?	?

4 SPEAKING **In your notebook, complete the questions with the comparative or superlative forms of the adjectives in brackets. Then discuss the questions with a partner.**

1 What is *the worst* (bad) song you've ever heard?
2 What band is ? (great) than the Beatles?
3 What is ? (thick) book you've ever read?
4 Where is ? (near) theatre to your house?
5 Is it ? (good) to watch a concert live or on telly?
6 Where is ? (exciting) nightlife in your city?
7 Who is ? (funny) – your mother or your father?

5 SPEAKING **In your notebook, complete the statements with *as, more, the* or *than*. Then discuss the statements with a partner.**

1 Music downloads are a bit cheaper *than* CDs.
2 Jazz is not as popular ? rock.
3 American pop music is ? best in the world.
4 Live music is far ? exciting than recorded music.
5 Lady Gaga is just ? talented as Adele.
6 Male actors usually have much more interesting roles ? female actors.
7 The violin is ? most difficult instrument to play.
8 Who is ? most talented musician among your friends?

6 SPEAKING **In your notebook, write sentences comparing things now with the same things five years ago. Use the prompts. Then compare your sentences with a partner.**

cinema tickets pop music mobile phones sharing videos	is are	a bit much just as not as	cheap/ expensive good/bad big/small easy/difficult	than as	five years ago

Cinema tickets are a bit more expensive than five years ago.

Grammar page 122

3.3 LISTENING

Multiple choice

I can understand the key points about a radio programme on a familiar topic.


A

Brazil – the 'favelas' (slums)


B

Paris – the city centre


C

New York – a wall in Manhattan

FOCUS ON WORDS | Art

1 1.49 **In your notebook, complete the lists below with the words in the box. Then listen, check and repeat.**

abstract gallery landscapes museum photographer portraits sculpture

Type of artist

1 painter 2 p ? 3 sculptor

Type of art

1 black and white photographs 2 classic oil paintings
3 l ? 4 modern a ? paintings
5 p ? 6 s ? 7 street art

Where to see it

1 at a m ? 2 in an art g ?
3 in public places 4 pasted on walls and buildings

2 SPEAKING **Discuss the questions. Use the words and phrases in Exercise 1.**

1 What kind of art do you like/not like?
2 When was the last time you saw some art?
3 Where did you go and what did you see?

3 SPEAKING **Look at three works of art A–C by French street artist JR. Which words in Exercise 1 can you use to describe his work?**

4 1.50 **Listen to a radio programme about JR and check your ideas in Exercise 3. In which order do you hear about the photos (A–C)?**

LISTENING FOCUS Multiple choice

5 1.50 **Listen to the radio programme again. For questions 1–6, choose the correct answer, A, B or C.**

1 Katy West
A is a guest artist of the week.
B is an artist in her studio.
C works for a photography magazine.

2 Because most of his work is illegal, JR
A doesn't want people to know his name.
B doesn't want people to see his face.
C rarely uses his full name.

3 JR prefers to have exhibitions in
A the Pompidou Centre in Paris.
B public places.
C art galleries and museums.

4 In Brazil he took photographs of women because
A they have beautiful eyes.
B the rest of the world wants to hear their story.
C they don't have a chance to tell their story.

5 He pastes portraits of
A famous people on buildings.
B unusual people in ordinary places.
C ordinary people in surprising places.

6 Which statement describes JR and his work?
A He is interested in people and their identity.
B He wants to have exhibitions everywhere.
C He only likes taking photographs of women.

6 SPEAKING **Discuss the questions.**

1 What photos or pictures do you see every day?
2 What kind of pictures are they and what/who are the subjects?

PRONUNCIATION FOCUS

7 1.51 **Copy the table and complete it. Then listen, check and repeat. Mark the stressed syllable for each word. In which cases does the word stress change syllable?**

Country	Nationality	Country	Nationality
1 Brazil	*Brazilian*	4 Mexico	?
2 Italy	?	5 Hungary	?
3 Egypt	?	6 Poland	?

3.4 READING

Matching

I can understand the main points in simple descriptive text on a familiar topic.

FOCUS ON WORDS | Books

1 1.52 **In your notebook, translate the types of books. Then listen and repeat.**

1 autobiography = ?
2 biography = ?
3 classic novel = ?
4 comic book = ?
5 crime novel = ?
6 fairy tale = ?
7 fantasy novel = ?
8 historical fiction = ?
9 horror fiction = ?
10 poem = ?
11 science fiction = ?
12 short story = ?
13 thriller = ?

2 SPEAKING **Discuss your taste in books. Use the phrases below and the words in Exercise 1.**

- I love … • I'm into … • I quite like …
- I'm not into … • I can't stand …

3 SPEAKING **Read the list of comic book and film superheroes and their special superpowers. Discuss the questions.**

1 Which superheroes have you read about/seen in films?
2 Which superpower would you most like to have?

SUPERHEROES AND THEIR SUPERPOWERS


Hulk

Captain America never gets tired.

Batman is super intelligent.

Hulk is super strong.

X-men can mutate (change shape), control the weather or read minds.

Wonder Woman can fly and is super fast.

Spiderman can shoot spider webs from his wrists.

Iron Man is super strong, can fly and become invisible.

Superman is super strong, can fly and has X-ray vision.

4 **Read the article about superhero films on page 37 and choose the best title.**

1 It's a hard life being a superhero
2 Why we love superheroes
3 The psychology of a superhero fan

READING FOCUS Matching

5 **Read the article again. In your notebook, match questions 1–6 with paragraphs A–E that answer the questions. There is one extra question.**

1 How do we know that superhero movies are popular?
2 Why are superhero movies and westerns different?
3 Why are superhero movies so popular?
4 Which superheroes had problems before becoming stronger?
5 What are typical storylines for superhero movies?
6 Which superheroes show that they are weak?



6 SPEAKING **Discuss questions A–E in Exercise 5.**

FOCUS ON WORDS | Cinema

7 1.54 **Decide which words in blue in the article match the definitions below. Then listen, check and repeat.**

1 all the most popular or famous film stars, musicians, etc. = ?
2 a book or film that is very good or successful = ?
3 the place in a theatre, cinema, etc. where tickets are sold = ?
4 images made using computer programs = ?
5 a particular type of art, writing, music, etc. = ?
6 an advertisement for a new film or television show = ?

8 **In your notebook, complete the sentences with the correct form of the words in Exercise 7.**

1 One of my favourite film *genres* is romantic comedy.
2 I don't like Hollywood ? . I prefer small-budget films.
3 I think the best ? actor is Leonardo di Caprio.
4 I don't think amazing special effects with ? are as important as good acting.
5 I don't watch film ? because they show all the best scenes.
6 The last film I saw wasn't very successful at the ? , but I thought it was good.

9 SPEAKING **Change the sentences in Exercise 8 to make them true for you. Then compare your sentences with a partner.**

FOCUS ON WORDS | Phrasal verbs

10 1.55 **In your notebook, complete the gaps with the base form of the underlined phrasal verbs in the article. Then listen, check and repeat.**

1 accept (some work) = ?
2 appear (in cinemas) = ?
3 let sb have sth that was yours = ?
4 protect = ?
5 spend time doing sth = ?
6 understand = ?
7 deal successfully (with a difficult situation) = ?



1.53

A

One of the most popular cinema **genres** of the twenty-first century so far is the superhero movie. Some people say that superhero movies are the new westerns. Both genres have similar themes: the good guys fighting the bad guys, protecting the innocent and giving up their life for the good of others.

B

When a new superhero movie comes out, it dominates the **box office** for weeks. The **trailer** for *Captain America: Civil War* was one of the most downloaded trailers ever and **A-list** actors are keen to take on superhero roles.

Many superhero films have had Oscar nominations, and fan events like Comic-Con* keep fans excited about the latest **blockbusters**.

C

First of all, there's the adventure, the action and the costumes, the great soundtracks, the special effects and **computer-generated images**. They're fun and entertaining, and we love the escapism. But is that enough?

You have to look deeper to find out why people love them. Superheroes have feelings. They cope with human experiences that we can relate to. In other words, they are not so different from regular people. Psychologist Mary Tavost has written books about the psychology of superheroes, and she thinks that they inspire their fans because their goals in life are similar to human goals.

They want peace, justice and love, just as we do. The lives of superheroes reflect real life as we know it.

D

Batman dedicates himself to fighting crime after somebody murders his parents in front of him. In real life, people who experience a trauma often decide to help others. But he also shows a very human side because love is his motivation. In *The Dark Knight*, his love for Rachel makes him weak. As a result, he often makes bad decisions. When Hulk is angry, he causes terrible destruction. He finds it difficult to control his angry feelings, and then he feels guilty when he loses control. This is easy to understand – extreme anger is a very human emotion.

E

Superheroes cope with problems and find meaning in loss and trauma. When they discover their powers, they use them for a good purpose. X-Men are 'mutants' – people reject them because they are different and 'weird' – but they use their powers to stand up for the innocent. They inspire us to accept ourselves and be proud of who we are. Before Spiderman had superpowers, his classmates bullied him at school. Later, he uses his abilities to protect people who can't protect themselves. These superheroes may be larger than life, but we have no problems identifying with their human side.

*Comic-Con – a conference for comic book and film character fans

GLOSSARY

bully – znęcać się nad
escapism – ucieczka do krainy marzeń
reject – odrzucić

3.5 GRAMMAR

Present Perfect with *just*, *already*, *(not) yet* and Past Simple

I can use the Present Perfect with just and already.

1 SPEAKING **What are your musical tastes? Write your favourites in your notebook. Then compare with a partner.**

- Favourite band
- Favourite female singer
- Favourite male singer

2 **Read about The Brit School in London. What do Leona Lewis, Adele and Jessie J all have in common?**

★ A SCHOOL FOR STARS ★

The Brit School opened in 1991. Over the years, it has produced many successful graduates. Leona Lewis, Adele and Jessie J are three former students – they have sold millions of albums between them. In 2006, Leona Lewis **won** *The X Factor* and she has already sold more than ten million albums worldwide. Adele has had No 1 hits in the British and American charts including the single *Hello* from her album *25*, the best-selling album of 2015. Singer and songwriter Jessie J **has already won** numerous music awards and she's written songs for other international artists such as Miley Cyrus.

Another term **has just ended** at the Brit School. Have they produced new stars? Probably! We **haven't heard** of them **yet**, but we will!

3 **Read the GRAMMAR FOCUS. Which verb phrases in blue in Exercise 2 complete the examples correctly? Find five more Present Perfect sentences in the text.**

GRAMMAR FOCUS

Present Perfect with *just*, *already*, *(not) yet* and Past Simple

- You use the **Present Perfect** to talk about finished actions in time 'up-to-now'. You never say exactly 'when' they happened.

  Time expressions: *ever, never, since then, just, already* (usually affirmative), *(not) yet* (usually negative or questions)

  just = has happened very recently

  Another term [1] ? ***just*** ? *at the Brit School.*

  (not) yet = hasn't happened but probably will happen

  We [2] ? *of them* ***yet****.*

  already = has happened earlier than expected

  She [3] ? ***already*** ? *numerous music awards.*

- You use the **Past Simple** to talk about finished actions in past time. You usually say 'when' they happened.

  In 2006, Leona Lewis [4] ? The X Factor.

4 **Copy the sentences in your notebook. Choose the correct time expressions and write them in the correct place in the sentences. Which sentences are true for you?**

1 I lent my iPod to my sister but she hasn't given it back *yet*. (*yet* / *just*)
2 I've updated my Facebook profile with some new photos. (*just* / *yet*)
3 I want to learn the guitar but I haven't found a teacher. (*already* / *yet*)
4 I got my favourite band's new album recently and I've learnt all the words. (*already* / *yet*)
5 I've finished a really good book. (*already* / *just*)

5 **In your notebook, write the Present Perfect or the Past Simple forms of the verbs in brackets that complete the text correctly.**

Adele Laurie Blue Adkins [1] *grew up* (grow up) in London with her mum and [2] ? (begin) singing when she was four. She [3] ? (graduate) from the Brit School in 2006. Adele [4] ? (already/earn) millions of pounds, but according to her friends, she [5] ? (not/change). She's still the same girl they [6] ? (know) before she was famous. She [7] ? (write) her first two albums about two relationships that ended badly. But now she is in a happy relationship – and she's still writing good songs. Adele says, 'I don't know what's going to happen if my music career goes wrong, I [8] ? (not/have) a proper job yet!'



6 **Read *6 Cultural Things to Do*. In your notebook, write one sentence with *already* and one with *yet* for each of them. Which sentences are true for you?**

6 Cultural Things to Do Before You Are 18

- see a live band
- act in a play
- visit a big art gallery
- read a classic novel
- listen to a Beethoven symphony
- write a poem or a short story

I've already seen a live band.
I haven't seen a live band yet.

7 SPEAKING **Ask your partner about *6 Cultural Things to Do*. If the answer is 'yes', ask three more questions beginning with *who*, *where* and *what*.**

A: Have you seen a live band yet? *B: Yes, I have.*
A: Who did you see?

FOCUS VLOG London attractions

2.1 **Listen to the Focus Vlog. What attractions do the speakers mention? Write the answers in your notebook.**

Grammar page 123

3.6 USE OF ENGLISH

too and *not enough*

***I can express sufficiency and insufficiency with* enough *and* too.**

1 2.2 **Listen to four conversations between people who have just been to the places in the photos. Decide which photos A–D match conversations 1–4.**

2 2.2 **Listen again and choose the correct option.**

1 I think I fell asleep. It was *too* / *enough* long for me.
2 Her voice wasn't *loud enough* / *enough loud*.
3 There were far *too many* / *too much* people in there.
4 The room was *very crowded* / *too crowded* to see it properly.
5 She didn't sing *enough* / *too much* hits.

3 Read the LANGUAGE FOCUS. In your notebook, complete sentences 1–7 by putting the word in capitals in the correct place in the sentence.

LANGUAGE FOCUS

too not enough

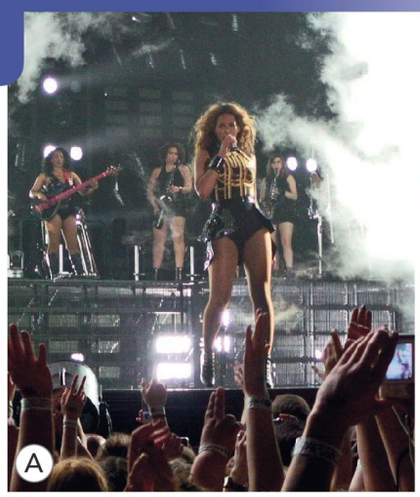
You use *too* and *not enough* to show there is a problem with something.

- ***too* + adjective/adverb** or ***not* + adjective/adverb + *enough***:
  The music was ***too quiet****.*
  *They did****n't*** *play* ***loudly enough****.*
- ***too much/many* + noun** or ***not enough* + noun**:
  There were ***too many people****.*
  *There was****n't enough space****.*

Note: You also use *not too* and *enough* to say that something is possible.
This song is ***not too hard*** *to learn.*
This song is ***easy enough*** *to learn.*

1 There are many talent shows on TV these days. **TOO**
2 The dialogue is never loud when you watch a film on the TV. **ENOUGH**
3 People spend much time watching on-demand TV series. **TOO**
4 The plots in modern thrillers are often complex to follow. **TOO**
5 Actors in crime dramas don't usually speak clearly. **ENOUGH**
6 Period dramas are slow and boring for young people to watch. **TOO**
7 There isn't comedy on TV any more. **ENOUGH**

4 SPEAKING **Do you agree or disagree with the statements in Exercise 3? Discuss with a partner.**









5 In your notebook, complete the sentences with *too* or *not enough* and the adjectives in brackets. Are any of the sentences true for you?

1 I'm [?] to watch X-rated films. You have to be eighteen. (old)
2 I don't go to the cinema much: tickets are [?] . (expensive)
3 I'm [?] to perform on the stage. (shy)
4 I'm [?] to remember music from the 1990s! (young)
5 I'm [?] to learn a musical instrument. (talented)
6 I don't download films. My Internet connection is [?] (fast).

6 USE OF ENGLISH **In your notebook, complete the second sentence so that it means the same as the first.**

1 Our music teacher speaks too softly. I can't hear her. **ENOUGH**
Our music teacher [?] . I can't hear her.
2 There are too many Arts students compared to Science students. **NOT**
There [?] compared to Arts students.
3 I don't have enough free time to take on a role in the school play. **BUSY**
I'm [?] to take on a role in the school play.
4 The old school hall wasn't big enough to put on concerts. **TOO**
The old school hall [?] to put on concerts.

Use of English page 124

3.7 WRITING

An informal email/letter

I can write a simple personal email expressing thanks, sympathy and invitation.

1 SPEAKING **What is the best or worst birthday present to give a teenage boy or girl? Discuss with a partner.**

2 **Read Dora's email to her aunt and uncle and answer the questions.**

1 What did she thank them for?
2 What did she tell them about?
3 What was she sorry about?
4 What did she invite them to?

3 **Read the WRITING FOCUS. Which phrases in purple in the email in Exercise 2 complete the examples correctly?**

WRITING FOCUS

An informal email/letter

- Starting an email
  How are things with you?/[1] *I hope you're both well.*
- Thanking somebody
  It was very kind of you to send me …/[2] ? *very much for …/*
  Thanks again for …
- Giving recent news
  I must tell you about …/[3] ? *come back from …*
- Expressing sympathy
  It's a shame …/[4] ? *to hear that …*
- Inviting somebody
  I hope you can make it./[5] ? *like to come?/*
  It would be lovely to see you.
- Closing an email
  I must be going now./[6] ? *for now./*
  Look forward to seeing you./[7] ? *to see you …*



Dear Aunty Susan and Uncle Tom,

I hope you're both well. Thanks very much for the money for my birthday. I've bought some new paints and brushes. Actually, I think my painting is improving and I'm still hoping to go to art school one day.

I've just come back from my school trip to London. I had a great time. We did some sightseeing and saw a fantastic photography exhibition at the Portrait Gallery. We also went to the theatre and saw a play called *War Horse*. I have to say, it's the best play I've ever seen.

I'm sorry to hear that you've failed your driving test again Aunty Susan. You must be very disappointed. Do you think you'll take it again?

By the way, we're having a family lunch on Sunday. **Would you like to come?** It would be lovely to see you.

Well, **that's all for now**. Thanks again for the present – it was very kind of you.

Hope to see you on Sunday,

Love,

Dora x

PS I almost forgot!
Mum and Dad
send love.



4 **Which word from the WRITING FOCUS completes each gap in Alex's email to his cousin Ron correctly?**

To: Ron

Dear Ron,

How are [1] *things* with you? It was very [2] ? of you to invite me to stay with you in Scotland. I had a fantastic time and really enjoyed meeting your friends.

I [3] ? tell you about my journey home. The weather was terrible and it was nearly midnight when my flight left! I started talking to a nice girl from my city and we are going to meet for coffee.

It's a [4] ? you can't come to visit me next month. Perhaps you can come in the summer instead.

It's my eighteenth birthday in August and I'm having a big party. I hope you can [5] ? it.

I must be [6] ? now. Homework is waiting.

Look forward to [7] ? you in the summer I hope.

Bye 4 now.

Alex

5 **Imagine you are writing to your friend. Which responses a–d are appropriate to situations 1–4?**

1 You're going out to celebrate your birthday.
2 Your friend lost her pet.
3 Your brother has announced he is getting married.
4 Your friend lent you some DVDs.

a Express sympathy
b Thank your friend
c Invite your friend
d Give news

6 **In your notebook, write an appropriate sentence for each of the situations in Exercise 5. Use the WRITING FOCUS to help you.**

7 **Read the LANGUAGE FOCUS. Find a second example to each definition from the underlined linkers and exclamations in the email in Exercise 2.**

LANGUAGE FOCUS

Informal linkers and exclamations

You use:

- *I must admit* or [1] *I have to say* when something is better or not as good as you expected.
- *Anyway* or [2] ? to show that you are near the end of your email.
- *In fact* or [3] ? to show that the next piece of information is true.
- *I nearly forgot!* or [4] ? to add something at the end that you forgot to say before.
- *Incidentally* or [5] ? when you want to add a new topic.

8 **Read the email and choose the correct option.**

Hi,

How are you? Thanks for your message. I'm glad you enjoyed *The X-Files*. I finally watched the latest *Star Wars* film. [1] *I have to say* / *Well*, it was the most boring film I've ever seen. [2] *I nearly forgot* / *Actually*, that's not true – *Batman V Superman* was worse.

[3] *By the way* / *In fact*, my cousin's having a fancy-dress party next month. The theme is superheroes. Do you want to come?

[4] *Incidentally* / *Anyway*, I must get on with my school work.

Speak soon!

Sam

PS [5] *I must admit* / *I almost forgot* – would you like to come and watch the match on Saturday night? I'll get some pizzas.

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Kolega poznany w szkole językowej w Londynie wysłał ci e-mail z odnośnikami do stron internetowych z interesującą muzyką. Jednocześnie poinformował cię, że nie zdał końcowego egzaminu z języka angielskiego.

W swoim e-mailu:

- podziękuj za interesujące linki i napisz, która muzyka najbardziej ci się spodobała,
- napisz, co u ciebie słychać,
- wyraź współczucie z powodu wyniku egzaminu i zapewnij kolegę, że następnym razem na pewno zda,
- zaproś go do siebie i opisz, jak wspólnie spędzicie czas.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

Dear Sam,

How are things with you? It was very kind of you to send me those music website links.

…

3.8 SPEAKING

Describing a photo

I can give an extended description of people, places and experiences.

1 SPEAKING **Look at the photos and discuss the questions.**

1 Who are the people?
2 Where are they?
3 What are they doing?







2 **Copy the sentences 1–3 and complete them in as many ways as possible with the adjectives in the box. Some adjectives can be used more than once.**

bored crowded empty excited famous shy friendly frightened happy irritated miserable nervous noisy proud quiet tired young

1 (describing people) He or she is …
2 (describing feelings) He or she is feeling …
3 (describing places) It is …

3 2.3 **Listen to a description and decide which photo it describes. Explain your decision.**

4 2.3 **Decide which words and phrases from the SPEAKING FOCUS complete the description correctly. Then listen again and check.**

[1] *In this photo I can see* a street artist drawing a portrait on the pavement. [2] ? there are some people watching him. They're wearing shorts and T-shirts, so [3] ? it's summer. The street is quite crowded, so perhaps this is a tourist area. The street artist has got dark hair and he's wearing jeans and a bright green T-shirt. [4] ? quite young. [5] ? him is a picture and he's copying it. [6] ? he's a very good artist. [7] ? he's going to collect money from the people who are watching him. [8] ? , I'd give him some money because I think he's done a good job.

SPEAKING FOCUS

Beginning a description
In this photo, I can see …/there is …/there are …
This photo shows …

Saying where (place)
There are … so I think they're in a street/in an art gallery/at a concert, etc.

Saying where (in the photo)
in the background/in the middle/in the foreground/on the left/on the right/in front of/behind/next to

Speculating
He/She looks shy/bored/tired, etc. She's probably …
Perhaps/Maybe/I imagine/I'm sure he's very proud.

Giving your opinion
I think … I don't think … Personally, … In my opinion, …

5 SPEAKING **Discuss the questions about Photo C with a partner.**

1 Who do you think the man sitting on the right is?
2 Describe a time when you saw a street artist.
3 Do you give money to street artists or other street performers? Why?/Why not?

6 SPEAKING **Work in pairs. Student A: describe Photo A. Student B: describe Photo B.**

7 2.4 **Listen to model descriptions of Photos A and B. Then do Exercise 6 again.**

8 SPEAKING **Follow the instructions below to talk about Photos A and B. Use the SPEAKING FOCUS to help you.**

Student A: Ask Student B the following questions:
- What kind of music do you enjoy listening to and who is your favourite band or singer?
- Describe a time when you saw live music.

Student B: Ask Student A the following questions:
- What kind of art do you like and why?
- Describe a time when you visited a gallery or museum.

3.1 Vocabulary 4.17

acting /'æktɪŋ/ gra aktorska
addictive /ə'dɪktɪv/ uzależniający
animation /ˌænə'meɪʃən/ animacja, kreskówka
audiences /'ɔːdiənsɪz/ widzowie
binge watcher /'bɪndʒ ˌwɒtʃə/ osoba nałogowo oglądająca filmy lub seriale
bookworm /'bʊkwɜːm/ mól książkowy
chapter /'tʃæptə/ rozdział
character /'kærəktə/ bohater
chat show /'tʃæt ˌʃəʊ/ talk show, program dyskusyjny
clip /klɪp/ filmik
comedy /'kɒmədi/ komedia
complex /'kɒmpleks/ złożony, skomplikowany
confession /kən'feʃən/ wyznanie
cooking programme /'kʊkɪŋ ˌprəʊgræm/ program kulinarny
costume /'kɒstjʊm/ kostium
(crime/TV) drama /'kraɪm/ˌtiː 'viː ˌdrɑːmə/ serial (kryminalny/telewizyjny)
disappointing /ˌdɪsə'pɔɪntɪŋ/ niezadowalający, rozczarowujący
documentary /ˌdɒkjə'mentəri/ film dokumentalny
drama series /'drɑːmə ˌsɪəriːz/ serial obyczajowy
embarrassing /ɪm'bærəsɪŋ/ wprawiający w zakłopotanie
ending /'endɪŋ/ zakończenie
engaging /ɪn'geɪdʒɪŋ/ zajmujący
entertaining /ˌentə'teɪnɪŋ/ zabawny
episode /'epəsəʊd/ odcinek
excellent /'eksələnt/ znakomity
factual /'fæktʃuəl/ oparty na faktach
fantasy /'fæntəsi/ fantastyka
fascinating /'fæsɪneɪtɪŋ/ fascynujący
game show /'geɪm ˌʃəʊ/ teleturniej
gripping /'grɪpɪŋ/ pasjonujący
horror /'hɒrə/ horror
imaginative /ɪ'mædʒɪnətɪv/ pomysłowy, oryginalny
inspiring /ɪn'spaɪərɪŋ/ porywający
light entertainment /ˌlaɪt ˌentə'teɪnmənt/ lekka rozrywka
live /laɪv/ na żywo
movie /'muːvi/ film
moving /'muːvɪŋ/ poruszający, wzruszający
musical /'mjuːzɪkəl/ musical
news bulletin /'njuːz ˌbʊlətən/ skrót wiadomości
novel /'nɒvəl/ powieść
on-demand TV /ɒn dɪˌmɑːnd ˌtiː 'viː/ telewizja na żądanie / na życzenie
period drama /'pɪəriəd ˌdrɑːmə/ dramat historyczny
plot /plɒt/ fabuła
reality TV /riˌæləti ˌtiː'viː/ reality TV
romantic comedy /rəʊˌmæntɪk 'kɒmədi/ komedia romantyczna
science fiction /ˌsaɪəns 'fɪkʃən/ fantastyka naukowa
script /skrɪpt/ scenariusz
setting /'setɪŋ/ scenerія
sitcom /'sɪtkɒm/ serial komediowy z udziałem publiczności
soap (opera) /ˌsəʊp 'ɒpərə/ telenowela
soundtrack /'saʊndtræk/ ścieżka dźwiękowa
special effects /ˌspeʃəl ə'fekts/ efekty specjalne
talent show /'tælənt ˌʃəʊ/ program rozrywkowy, w którym uczestnicy prezentują swoje umiejętności
telly /'teli/ telewizja
thriller /'θrɪlə/ dreszczowiec
travel show /'trævəl ʃəʊ/ program podróżniczy
TV series /ˌtiː'viː ˌsɪəriːz/ serial telewizyjny
weakness /'wiːknɪs/ słabość
weather forecast /'weðə ˌfɔːkɑːst/ prognoza pogody

3.2 Grammar 4.18

best-selling /ˌbest'selɪŋ/ bijący rekordy popularności
busy /'bɪzi/ zatłoczony
play /pleɪ/ sztuka
record /rɪ'kɔːd/ nagrywać
vocal range /ˌvəʊkəl 'reɪndʒ/ skala głosu

3.3 Listening 4.19

art gallery /'ɑːt ˌgæləri/ galeria sztuki
at a museum /ət ə mjuː'ziəm/ w muzeum
black and white /ˌblæk ənd 'waɪt/ czarno-biały
classic oil painting /ˌklæsɪk 'ɔɪl ˌpeɪntɪŋ/ klasyczne malarstwo olejne
colour /'kʌlə/ kolorowy
editor /'edɪtə/ redaktor
exhibition /ˌeksə'bɪʃən/ wystawa
landscape /'lændskeɪp/ pejzaż
modern abstract painting /ˌmɒdn 'æbstrækt ˌpeɪntɪŋ/ nowoczesne malarstwo abstrakcyjne
ordinary /'ɔːdənəri/ zwykły
painter /'peɪntə/ malarz
paste on walls/buildings /ˌpeɪst ɒn 'wɔːlz/ 'bɪldɪŋz/ przyklejać do ścian/budynków
photo/photograph /'fəʊtəʊ/'fəʊtəgrɑːf/ zdjęcie
photographer /fə'tɒgrəfə/ fotograf
photography /fə'tɒgrəfi/ fotografia, fotografika
portrait /'pɔːtrət/ portret
public place /ˌpʌblɪk 'pleɪs/ miejsce publiczne
sculptor /'skʌlptə/ rzeźbiarz
sculpture /'skʌlptʃə/ rzeźba
slum /slʌm/ uboga dzielnica, slumsy
street art /'striːt ˌɑːt/ sztuka uliczna

3.4 Reading 4.20

A-list actors /'eɪ lɪst ˌæktəz/ najlepiej opłacani aktorzy
anger /'æŋgə/ gniew, złość
autobiography /ˌɔːtəbaɪ'ɒgrəfi/ autobiografia
biography /baɪ'ɒgrəfi/ biografia
blockbuster /'blɒkˌbʌstə/ przebój (książka lub film)
box office /'bɒks ˌɒfəs/ kasa kinowa/ teatralna
bully /'bʊli/ znęcać się
cause /kɔːz/ powodować
classic novel /ˌklæsɪk 'nɒvəl/ powieść klasyczna
come out /ˌkʌm 'aʊt/ wychodzić, pojawiać się na ekranach kin
comic book /'kɒmɪk ˌbʊk/ komiks
computer-generated images /kəmˌpjuːtə ˌdʒenəreɪtɪd 'ɪmɪdʒɪz/ obrazy wytworzone komputerowo
cope with /'kəʊp wɪð/ radzić sobie
crime novel /'kraɪm ˌnɒvəl/ powieść kryminalna
dedicate yourself to sth /'dedəkeɪt jɔːˌself tə 'sʌmθɪŋ/ poświęcać się czemuś
destruction /dɪ'strʌkʃən/ zniszczenie
escapism /ɪ'skeɪpɪzəm/ eskapizm
fairy tale /'feəri teɪl/ bajka
fantasy novel /ˌfæntəsi 'nɒvəl/ powieść fantasy
find out /ˌfaɪnd 'aʊt/ dowiedzieć się
genre /'ʒɒnrə/ gatunek (np. literacki)
give something up /ˌgɪv ˌsʌmθɪŋ 'ʌp/ zrezygnować z czegoś
have X-ray vision /ˌhæv 'eks reɪ ˌvɪʒən/ mieć rentgen w oczach
historical fiction /hɪˌstɒrɪkəl 'fɪkʃən/ beletrystyka historyczna
horror fiction /'hɒrə ˌfɪkʃən/ powieść grozy
innocent /'ɪnəsənt/ niewinny
invisible /ɪn'vɪzɪbəl/ niewidzialny
loss /lɒs/ strata
poem /'pəʊɪm/ wiersz
purpose /'pɜːpəs/ cel
reject /rɪ'dʒekt/ odrzucić
relate to /rɪ'leɪt ˌtə/ utożsamiać się z
scene /siːn/ scena (fragment utworu)
science fiction /ˌsaɪəns 'fɪkʃən/ science fiction (książka)
short story /ˌʃɔːt 'stɔːri/ opowiadanie
stand up for /ˌstænd 'ʌp fə/ ująć się za
take on (a role) /ˌteɪk ˌɒn ə 'rəʊl/ przyjąć (rolę)
thriller /'θrɪlə/ dreszczowiec (książka)
trailer /'treɪlə/ zwiastun
weird /wɪəd/ dziwaczny

3.5 Grammar 4.21

music award /'mjuːzɪk əˌwɔːd/ nagroda muzyczna
proper /'prɒpə/ prawdziwy
the charts /ðə 'tʃɑːts/ lista przebojów

3.6 Use of English 4.22

gig /gɪg/ występ, koncert
perform /pə'fɔːm/ występować
put on (a play) /ˌpʊt ɒn ə 'pleɪ/ wystawiać (sztukę)
softly /'sɒftli/ cicho, delikatnie
stage /steɪdʒ/ scena (miejsce występu)
X-rated /'eks ˌreɪtəd/ tylko dla dorosłych

3.7 Writing 4.23

actually /'æktʃuəli/ właściwie
anyway /'eniweɪ/ a tak w ogóle, a poza tym
brush /brʌʃ/ pędzel
by the way /ˌbaɪ ðə 'weɪ/ a tak przy okazji
disappointed /ˌdɪsə'pɔɪntɪd/ rozczarowany
fail your driving test /ˌfeɪl jə 'draɪvɪŋ test/ oblać egzamin na prawo jazdy
fancy-dress party /ˌfænsi 'dres ˌpɑːti/ bal przebierańców
Hope to see you /ˌhəʊp tə 'siː jə/ Mam nadzieję, że się zobaczymy
I have to say / In fact /ˌaɪ ˌhæv tə 'seɪ / ˌɪn 'fækt/ Muszę przyznać / Rzeczywiście, faktycznie
I'm sorry to hear (that) /aɪm 'sɒri tə hɪə ðæt/ Przykro mi słyszeć, że
improve /ɪm'pruːv/ doskonalić
incidentally /ˌɪnsɪ'dentəli/ nawiasem mówiąc
paint /peɪnt/ farba
sympathy /'sɪmpəθi/ współczucie

3.8 Speaking 4.24

in the background /ˌɪn ðə 'bækgraʊnd/ w tle
in the foreground /ˌɪn ðə 'fɔːgraʊnd/ na pierwszym planie
look bored/tired /ˌlʊk 'bɔːd/'taɪəd/ wyglądać na znudzonego/zmęczonego
pavement /'peɪvmənt/ chodnik

FOCUS REVIEW 3

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które wyrażenie nie pasuje do pozostałych w danej grupie?

1 documentary, opera, thriller, game show
2 biography, fantasy novel, landscape, fairy tale
3 plot, gallery, museum, painting
4 band, sitcom, symphony, soundtrack
5 songwriter, photographer, sculptor, character
6 entertaining, fascinating, embarrassing, imaginative

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 My favourite ? is Claude Monet. **ART**
2 Tom Holland played in the ? Billy Elliot when he was 11. **MUSIC**
3 Don't take flash photographs of ? in the gallery. **PAINT**
4 A ? drama is a film about true events and people from the past. **HISTORY**
5 What's the most ? film you've ever watched? **MOVE**
6 Almost every actor would like to get an Oscar for ? . **ACT**

3 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens. W każdą lukę możesz wstawić maksymalnie pięć wyrazów.

1 Both TV binge watching and playing computer games are addictive. **AS**
TV binge watching ? playing computer games.
2 My father paid €30 for the ticket but I paid only €5. **MUCH**
My father paid ? me for the ticket.
3 I've never seen a film with such amazing special effects. **MOST**
The film had ? I've ever seen.
4 The plot in a comedy is not as gripping as the plot in a thriller. **THAN**
The plot in a thriller ? the plot in a comedy.
5 I think painting a landscape is easier than painting a portrait. **DIFFICULT**
I think painting a portrait ? painting a landscape.
6 We spent a long time in the museum but only ten minutes in the souvenir shop. **FAR**
We spent ? in the museum than in the souvenir shop.

4 Napisz pełne zdania, używając podanych wyrazów oraz *yet*, *already* lub *just*.

1 the new Star Wars episode / not come out
2 Evelyn / see / the exhibition at the Tate Modern
3 Lottie / call / you
4 Howard / take on / the role / in the new sitcom?
5 Jeff / finish / download / the soundtrack
6 We / not buy / the tickets for the concert in Edinburgh

ŚRODKI JĘZYKOWE

Tłumaczenie; wybór wielokrotny

5 Przeczytaj poniższe minidialogi, a następnie przetłumacz fragmenty podane w nawiasach tak, aby poprawnie je uzupełniały.

1 **X:** Would you like to go to the cinema with me?
Y: No, not really. I (*już widziałem*) ? this film.
2 **X:** What a disappointing film!
Y: Yes, the plot was (*zbyt skomplikowany*) ? .
3 **X:** What do you think about this portrait?
Y: The girl looks OK, but (*tło*) ? is too dark.
4 **X:** Adele's new song is so inspiring.
Y: Yes, I think it's even (*lepsza niż*) ? her previous hits.
5 **X:** Why do the boys in the photo look so miserable?
Y: Because the exhibition (*nie jest wystarczająco ciekawa*) ? for them.
6 **X:** What's (*najgorszy*) ? soundtrack you've ever heard?
Y: Probably *The Dark Knight*.
7 **X:** I love One Direction – the winners of *The X Factor* in 2010.
Y: They (*nie wygrali*) ? , I think they came third.

6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

WSKAZÓWKA
Przeczytaj cały tekst i spróbuj samodzielnie uzupełnić luki bez patrzenia na podane opcje. Następnie sprawdź, czy znajdują się wśród nich twoje pomysły. Jeśli tak – prawdopodobnie są to poprawne odpowiedzi.

HAVE YOU BEEN TO BRATISLAVA?

If visiting art galleries is [1] ? for you, in Bratislava, the capital city of Slovakia, you can see attractive art when you walk round the Old Town. Full-sized bronze [2] ? of people show up suddenly at street corners or on benches. They [3] ? one of the main tourist attractions in the city. One of the [4] ? popular is the statue of Ignac Lamar, a cheerful old man wearing elegant clothes and holding a hat in his hand. The legend says that Lamar was [5] ? poor to visit restaurants or coffee shops, but he always greeted people in the street and kissed ladies' hands. It's an [6] ? idea to take a photo with the statue and have a great souvenir of your visit to Bratislava.

1	A too expensive	B not expensive enough	C more expensive
2	A sculptors	B sculptures	C portraits
3	A have become	B became	C used to become
4	A enough	B more	C most
5	A than	B too	C enough
6	A excellent	B addictive	C imaginative

CZYTANIE

Dobieranie

7 Które z podanych nagłówków A–F poprawnie uzupełniają tekst? Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

WSKAZÓWKA
Pamiętaj – do każdego fragmentu tekstu należy dopasować zdanie, które go **podsumowuje**, a nie tylko odnosi się do zawartej w nim informacji szczegółowej.

A Dealing with clients
B A modest artist in the background
C Art is not for sale
D Two definitions
E A photographer's perspective
F A famous person in the foreground

1 ?

Are photographers artists or only craftsmen? What is the difference? A craftsman creates useful objects by hand and then sells them. An artist creates things just to express emotions, entertain or tell a story. But is it really so simple?

2 ?

Let's take Annie Leibovitz, for example, who is now the most famous portrait photographer in the world. She has photographed well-known actors, singers, Olympic champions and designers. Her photographs always tell an emotional story and are true pieces of art. But she also earns money on them.

3 ?

The backgrounds for her portraits are created by another person, Sarah Oliphant. Her works include huge landscapes, abstract paintings or small objects. She says she is a craftsperson, not an artist, because everything she makes is useful to other people and they pay her for it. But people can see her work as art too.

4 ?

So what is the answer? I am a photographer and I know that people who work in the photography business are almost always craftsmen. They produce images for money on their clients' orders. But sometimes they use their talent, tools and skills to create something personal. And then they become artists.

What do you think?

MÓWIENIE

8 Popatrz na zdjęcie i wybierz wyrazy, które najlepiej przydadzą się do jego opisu. Następnie opisz zdjęcie.

ambitious ballet room dancer easy mirror music professional purple singer stretch teenage girl theatre trainers



9 Odpowiedz na pytania dotyczące zdjęcia z ćwiczenia 8. Które z nich bezpośrednio go dotyczy?

1 Is the activity easy for the girl to do? Why?/Why not?
2 What artistic skills would you most like to learn? Why?
3 Tell us about an artistic competition you watched or took part in.

PISANIE

E-mail/List prywatny

10 Przeczytaj zadanie. Które zdania a–d pasują do jego części 1–4?

a I must tell you that our theatre group has just returned from the festival in Athens.
b It's a shame that your photos didn't receive any awards in the competition.
c It would be lovely to see you then.
d It was very kind of you to send me some links.

Należysz do amatorskiej grupy teatralnej w swoim mieście. Właśnie wróciliście z festiwalu teatralnego w Grecji. Po powrocie piszesz list do znajomej z Anglii, która interesuje się fotografią. W liście:

1 podziękuj za informacje dotyczące wydarzeń artystycznych w Londynie i wyjaśnij, do czego ci się one przydały/przydadzą,
2 zrelacjonuj wydarzenie, które miało miejsce w czasie twojego pobytu w Grecji,
3 wyraź współczucie z powodu rozczarowującego wyniku konkursu fotograficznego, w którym znajoma brała udział, oraz nadzieję, że jej zdjęcia zostaną jeszcze docenione,
4 zaproś koleżankę do wzięcia udziału w podobnym konkursie w Polsce.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość listu powinna wynosić od 80 do 130 słów.

11 Wykonaj zadanie w ramce z ćwiczenia 10.

4

Home sweet home

Home is where the heart is.
A proverb

BBC

4.1 VOCABULARY

Describing houses • inside a house
• *make* and *do*

I can use language related to rooms, homes, buildings and their parts.

SHOW WHAT YOU KNOW

1 **Think about your house and complete the task in your notebook in five minutes.**

- List all the different rooms in your house.
- List at least six items you can find in each room – furniture, decoration, objects, etc.

2 SPEAKING **Compare your lists with a partner. What is your total number of different words for rooms and items in rooms?**

THE NARROWEST HOUSE IN THE WORLD!



1 Rendering of the Keret House design, a cross-section, copyright Polish Modern Art Foundation;

2 Etgar Keret in Keret House, photo by Bartek Warzecha, copyright Polish Modern Art Foundation;

3 Keret House seen from Żelazna Street, photo by Tycjan Gniew Podskarbiński, copyright Polish Modern Art Foundation.

3 2.5 **Listen and answer the questions.**

1 Where is Keret House?
2 What does Etgar Keret think of the house?
3 How wide is Keret House?
4 How many floors are there?
5 How many people can live in it?

4 SPEAKING **Would you like to live in Keret House? Why?/ Why not? Tell your partner.**

FOCUS ON WORDS | Describing houses

5 2.6 **Copy the lists and complete them with the words and phrases from the recording about Keret House. Then listen, check and repeat.**

~~a block of flats~~ brick concrete cosy glass
the ground floor historic in the city centre metal
modern open-plan spacious upstairs

Type of house

1 a bungalow
2 a cottage
3 a detached house
4 a semi-detached house
5 a terraced house
6 *a block of flats*

Location

1 in the suburbs
2 in a village
3 near the sea
4 in the countryside
5 on a housing estate
6 ?

Location in a building

1 downstairs
2 in the basement
3 on the first floor
4 on the top floor
5 on ?
6 ?

Building materials

1 stone
2 wood
3 b ?
4 c ?
5 m ?
6 g ?

Description

1 traditional
2 m ?
3 s ?
4 o ?
5 c ?
6 h ?

6 **Replace the underlined phrases with words or phrases with a similar meaning in Exercise 5. Which sentences are true for you?**

I know someone who lives in a …
1 detached house with only one floor. *a bungalow*
2 house which is joined to a neighbour's house. ?
3 house on the edge of the city. ?
4 small, traditional house in a village. ?
5 modern house in an area with other similar houses. ?
6 flat that is very warm and comfortable. ?
7 large flat that is without many interior walls. ?
8 flat at the top of a building in the middle of the city. ?

7 SPEAKING **Describe one of the flats or houses that you know to your partner.**

FOCUS ON WORDS | Inside a house

8 2.7 **Which of the items can you see in Keret House? Copy the list of items in your notebook and add a translation. Then listen and repeat.**

1 bedside tables = ?
2 bookcases = ?
3 carpets = ?
4 a chest of drawers = ?
5 a cooker = ?
6 cupboards = ?
7 a desk = ?
8 a fridge = ?
9 a front door = ?
10 a kitchen sink = ?
11 a ladder = ?
12 radiators = ?
13 shelves = ?
14 stairs = ?
15 a wardrobe = ?
16 wooden floors = ?

9 2.8 **We asked three people: 'Would you like to live in Keret House?' Listen and complete the table in your notebook.**

ANSWER	SPEAKER	REASONS
Yes	?	?
Maybe	?	?
No	?	?

FOCUS ON WORDS | *make* and *do*

10 2.9 **In your notebook, complete the table with the nouns in the box. Then listen, check and repeat.**

~~the washing~~ dinner the ironing the gardening
the washing-up a mess a noise the shopping

make	*do*
1 your bed	1 your homework
2 a complaint	2 the cooking
3 a decision	3 the housework
4 ?	4 *the washing*
5 ?	5 ?
6 ?	6 ?
	7 ?
	8 ?

11 SPEAKING **In your notebook, complete the questions with the correct form of *make* and *do*. Then ask and answer the questions in pairs.**

1 Did you ? your bed this morning?
2 Do your neighbours ever ? a noise?
3 Do you like ? the washing-up?
4 Who ? the cooking in your house?
5 Have you ever ? dinner for somebody?
6 Where does your family usually ? the shopping?

4.2 GRAMMAR

Present Perfect with *for* and *since*

I can use the Present Perfect with for and since to talk about duration.

1 SPEAKING **Look at the places below. Where have you slept? What was the most unusual place? Tell your partner.**

- in my bed
- on a couch
- on a train
- on a floor
- in a hotel
- other

2 SPEAKING **Read US TODAY. What is couchsurfing? Is couchsurfing popular in your country? Would you like to do it? Why?/Why not? Discuss with a partner.**

US TODAY



We asked CS employee, Dan, about the world's largest travel community.

What is it?
A worldwide travel network connecting travellers with people who offer free accommodation.

Who is it for?
People who don't want to stay in hotels but want to meet local people and experience new cultures.

How much does it cost?
Nothing! It's free.

How long have you worked for CS?
I've been here since it started in 2004. I've worked with people from all over the world for more than ten years. Together we want to create a global community.

3 **Read the GRAMMAR FOCUS. Which Present Perfect forms in blue in Exercise 2 complete the examples correctly?**

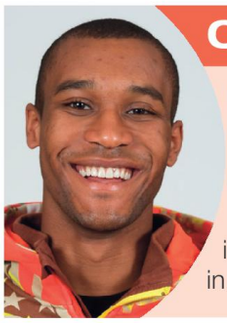
GRAMMAR FOCUS

Present Perfect with *for* and *since*

You use the **Present Perfect** to talk about unfinished situations that started in the past and continue in time 'up to now'.

- You use ***How long*** to ask about the length of time 'up to now'.
  How long [1] ? *you* ? *for CS?*
- You use ***since*** when the answer is a point in time:
  e.g. *since 1998, since last week, since I was born.*
  I [2] ? *here* ***since*** *it started in 2004.*
- You use ***for*** when the answer is a period of time:
  e.g. *for six hours, for a few days, for a long time.*
  I [3] ? *with people from all over the world* ***for*** *more than ten years.*

4 2.10 **In your notebook, write *for* or *since* and the Present Perfect form of the verbs in brackets. Then listen and check.**



Couchsurfer

I [1] *'ve been* (be) a member [2] ***for*** / ***since*** three years now. [3] ***For*** / ***Since*** I became a member, I [4] ? (stay) in thirty-two countries in different types of accommodation. I [5] ? (sleep) in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!

Host



I [6] ? (be) a couchsurfing host [7] ***for*** / ***since*** two years now and I [8] ? (already/meet) more than thirty people. At the moment, Miki is visiting from Tokyo. I [9] ? (only/know) her [10] ***for*** / ***since*** a week, but I'm sure we'll remain friends. Miki is happy too – she [11] ? (study) English [12] ***for*** / ***since*** ten years, but she [13] ? (never/have) the chance to speak with a native speaker before. She [14] ? (be) here [15] ***for*** / ***since*** nearly a week, but she [16] ? (not feel) homesick because she says I make her feel at home.

5 **In your notebook, write the second sentence so that it has a similar meaning to the first.**

1 My dad was born in our house.
My dad *has lived* (live) in our house *since* he was born.
2 My dad gave my mum this watch when she was forty.
My mum ? (have) this watch ? she was forty.
3 I met my best friend two years ago.
I ? (know) my best friend ? two years.
4 I bought these trainers last Christmas.
I ? (not buy) any new trainers ? last Christmas.
5 I joined this English class three months ago.
I ? (be) in this English class ? three months.
6 I had breakfast at 7 a.m.
I ? (not eat) anything ? 7 a.m.

6 **In your notebook, write true sentences from the prompts. Use the Present Perfect and *since* and *for*.**

1 I/know/(name of your neighbour) …
2 I/live in/(name of your neighbourhood) …
3 I/like/(name of your favourite band) …
4 I/have/(make of your phone) …
5 I/be interested in/(name of a subject) …
6 My dad/have/(type of your dad's car) …

7 SPEAKING **Use the sentences in Exercise 6 to make dialogues. Then ask and answer as in the example.**

A: Who is your neighbour? B: Barry.
A: How long have you known him? B: For five years.

FOCUS VLOG Where people live

2.11 **Listen to the Focus Vlog. What types of accommodation do the speakers mention? Write the answers in your notebook.**

Grammar page 125

4.3 LISTENING

Matching, gap fill

I can identify key details in a simple narrative about teenagers' rooms.



1 SPEAKING **Look at the photo. How different or similar is the bedroom to your own? Discuss with a partner. Think about:**

1 **the size:** bigger/smaller, more/less spacious, the same
2 **the decoration:** more/less modern, colour of walls/curtains/carpet, posters, etc.
3 **the furniture:** bookcase, bed, wardrobe, desk, etc.
4 **other details:** more/less tidy, clothes, musical instruments, computer, etc.

2 2.12 **Listen to five teenagers describing their rooms. Are statements 1–5 true or false?**

1 Speaker 1 lives in a quiet house.
2 Speaker 2 isn't like her sister.
3 Speaker 3 doesn't like music.
4 Speaker 4 is often out.
5 Speaker 5 never invites her friends round.

LISTENING FOCUS Matching

3 2.12 **Listen to the teenagers again. In your notebook, match speakers 1–5 with statements A–F. There is one extra statement.**

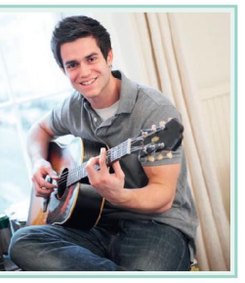
Speaker 1: ? Speaker 3: ? Speaker 5: ?
Speaker 2: ? Speaker 4: ?

A uses his/her room as a creative space.
B likes to escape to his/her room to get some peace.
C uses his/her room as a place to socialise.
D likes having an untidy room.
E is rarely in his/her room.
F shares his/her room with someone.

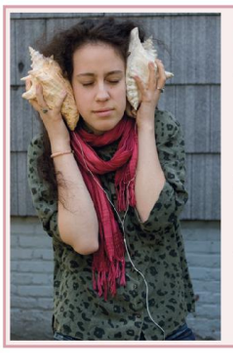
4 SPEAKING **Which teenager's situation is most similar to your own? Discuss with a partner.**

5 2.13 **Listen to two teenagers talking about their most treasured possessions. In your notebook, complete the information.**

DAFYDD



1 a laptop: has had it for ?, a ? present.
2 a guitar: has had it for ?, it used to ? to his father.
3 a Welsh flag: he feels ? of being Welsh.



KAREN

1 a collection of toy animals: keeps them ? her wardrobe, has had them ? a baby.
2 a bedside lamp: a gift from her ?, brought from ?.
3 a collection of shells: they ? her of all the holidays she has had since she ?.

6 2.13 **In your notebook, choose the correct preposition and try to complete the sentences from memory. Then listen again and check.**

1 Dafydd's ? is *on* / *next to* his desk.
2 His ? is *on* / *in* the corner *above* / *next to* the bookcase.
3 His ? is *onto* / *on* the wall *onto* / *above* his bed.
4 Karen's ? is *on top of* / *above* the wardrobe.
5 Karen's ? is *on* / *in* her bedside table.
6 Her ? is *in* / *on* the bottom shelf of her bookshelves, which are *opposite* / *in front of* her bed.

7 SPEAKING **What are your own most treasured properties? Where is everything in your room? Tell your partner.**

PRONUNCIATION FOCUS

8 2.14 **Listen and repeat the words with long vowel sounds. Then put them in an appropriate column in the table in your notebook.**

~~art~~ calm floor free meet new room sea start surf third true wall warm work

/iː/	/uː/	/ɔː/	/ɜː/	/ɑː/
?	?	?	?	*art*

9 2.15 **Listen, check and repeat.**

FOCUS ON WORDS | Phrasal verbs

10 2.16 **In your notebook, complete the phrasal verbs with *away*, *in*, *out* or *round*. Then listen, check and repeat.**

1 visit sb in their house = come ?
2 move away from sth = get ? from sth
3 stop sb entering a place = keep sb ?
4 allow sb to enter = let sb ?
5 stay at home, not go out = stay ?

4.4 READING

Gapped text

I can understand the main points in a simple descriptive text on a familiar topic.

1 SPEAKING **Look at the photos. What are the advantages and disadvantages of living in each place? Could you live there? Discuss with a partner.**

FOCUS ON WORDS | Landscape features

2 2.17 **Which words in the box can you see in the photos? Use your dictionary if necessary. Then listen and repeat.**

a cave a crater an island a rainforest
rocks ruins stilts a treehouse
a turquoise ocean a volcano

3 **Read the text and answer the questions.**

1 Why do the Korowai Tribe build their houses in trees?
2 Why do people in Coober Pedy prefer living underground?
3 Why do people on Aogashima want to live in a volcano?
4 Why do the Bajau people feel uncomfortable on land?
5 Why have most people recently moved from Petra to a nearby village?

READING FOCUS Gapped text

4 **Read the text again. Which sentences A–F complete gaps 1–5 in the text? There is one extra sentence.**

A Alternatively, you can take a helicopter and it only takes two hours.
B It looks like most people live very healthy lives.
C In fact, income from tourism is helping to keep their traditions alive.
D It has to be strong because sometimes a family of twelve people live there.
E However, if you look closer, you can see chimneys on the surface of the dry landscape.
F Also, they start hunting when they're just eight years old.

People who don't live in traditional houses

2.18



1 Living in trees

The Korowai Tribe of Papua New Guinea are strong and good at climbing. They have to be! They live in treehouses, sometimes forty-five metres above the ground. The dense rainforest is **hot and humid**; there are insects and dangerous animals. Treehouses protect the tribe from these dangers on the ground. They use material from the forest to build the houses. They cut off the top of a tree and build the floor first. [1] ? They use a ladder to get up and down. Imagine the **breathtaking views** from one of these treehouses!

2 Living underground



In the desert of Southeast Australia, 500 miles away from the nearest city, is a **mining town** called Coober Pedy. On the sandy surface, there isn't much to see. [2] [?] Almost all of the 3,500 residents live underground and work in the opal mines. To escape from scorching temperatures, they have created an impressive underground world where you'll find everything from a bookstore to a church, and even a hotel.

3 Living in a volcano



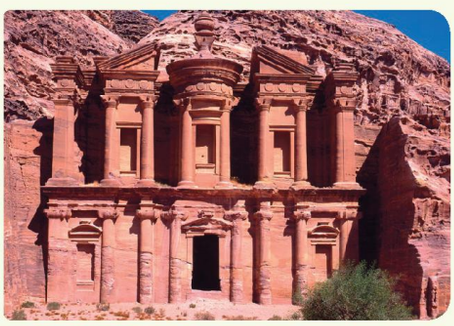
Aogashima is a Japanese island in the Philippine Sea. Over 230 years ago, a volcanic eruption killed half of its population. Now about 200 people live in the old volcanic crater. They try not to worry too much about another eruption. They love living on the island – there are no **traffic jams** or crowds of people. Fishing, hiking, camping and swimming are popular activities. Aogashima's natural hot springs and lush vegetation **attract** a lot of **visitors**, but the island is not so easy to reach. You can take a fourteen-hour boat trip from Tokyo. [3] [?]

4 Living on the sea



The Bajau /ˈbɑːdʒaʊ/ people of Borneo in Southeast Asia, also called sea gypsies, live on boats or houses on stilts in the turquoise Pacific Ocean. When they go on land, they feel 'landsick'. Bajau children don't go to school on land. But from an early age they learn to swim and dive. [4] [?] The best Bajau divers can dive 20 metres to the bottom of the ocean to search for fish. Young Bajau children spend so much time in the ocean that their eyes develop excellent underwater vision.

5 Living in caves



The ancient city of Petra is a popular tourist destination. It is located in the rose-coloured mountains of south-western Jordan and was once a busy **trading centre**. Then, its residents abandoned the city and for thousands of years only the Bedouin, a nomadic tribe, lived in caves among the spectacular historic ruins. However, the government has recently decided to move them to a nearby village to protect Petra. But the Bedouins' way of life has not changed much. [5] [?] Some of them work in Petra, selling souvenirs or transporting tourists on horses, camels and donkeys around the **historic monuments**.

5 **Which function a–c do 'clues' 1–3 indicate?**

1 *she, he, it, her, him, one, this, that, here, there*
2 *But, However, Alternatively, Instead*
3 *Also, In addition, For example, In fact*

a they introduce additional information
b they introduce contrasting information
c they refer back to something in the text

6 **Find examples of 'clues' in sentences A–F in Exercise 4. Do they 'add', 'contrast' or 'refer'?**

FOCUS ON WORDS | Describing places

7 2.19 **In your notebook, complete the phrases with the words in blue in the text. Then listen, check and repeat.**

1 attract [?]
2 breathtaking [?]
3 historic [?]
4 hot and [?]
5 mining [?]
6 trading [?]
7 traffic [?]

8 **In your notebook, complete the questions with the words in Exercise 7.**

1 Are there any [?] monuments in your city?
2 Is your city a busy [?] centre?
3 Which parts of your country [?] a lot of visitors?
4 Where can you see breathtaking [?] ?
5 Does it ever get hot and [?] in your country?
6 Are there any [?] towns in your country?
7 Where in your city are the worst [?] jams?

9 SPEAKING **In pairs, ask and answer the questions in Exercise 8.**

FOCUS ON WORDS | Collocations

10 2.20 **In your notebook, complete the collocations with the underlined words in the text. Then listen, check and repeat. Write an example sentence for each collocation.**

1 [?] city
2 [?] crater
3 [?] rainforest
4 [?] springs
5 [?] temperatures
6 [?] tribe
7 [?] vegetation

4.5 GRAMMAR

Future forms: Present Continuous, *be going to* and *will*

I can talk about the future using the Present Continuous, going to and will.

1 SPEAKING **What makes a good house party? In your notebook, add your own ideas to the ones below and put them in order of importance. Then compare your ideas with a partner.**

decoration food and drink furniture
lighting music people theme

2 2.21 **Read and listen to the dialogue. Then answer the questions.**

1 Why is Tony having a party?
2 Where and when is he having it?
3 How is Luisa going to help?

Tony: I'm having a birthday party on the 25th. Can you come?
Luisa: That's next Saturday, right? Yes, that sounds great. Are you having it at home?
Tony: No, our apartment isn't big enough. I'm using my aunt and uncle's house. They're really nice – they say it's fine.
Luisa: That's kind of them – do they know how many friends you've got?
Tony: Not yet. I'm going to tell them later. We'll probably use the basement. It's huge.
Luisa: A basement? Are you going to decorate it?
Tony: I suppose so. I'm not very good at that sort of thing.
Luisa: Don't worry, I'll help you. What are you doing later?
Tony: I'm going to text everybody with the invitation now, but after that I'm free.

3 **Read the GRAMMAR FOCUS. Which future forms in blue in Exercise 2 complete the examples correctly? Find more examples of each future form in the text.**

GRAMMAR FOCUS

Future forms: Present Continuous, ***be going to*** and ***will***

- You use the **Present Continuous** for future arrangements. You often mention a time, a date or a place.
  I [1] ? *a birthday party on the 25th.*
- You use ***be going to*** for future intentions. You have already decided to do something and you tell people about it.
  I [2] ? ***tell*** *them later.*
- You use ***will*** for spontaneous decisions. You often use expressions like: *I think I'll …, I'll probably … , Don't worry, I'll … Don't worry, I* [3] ? ***help*** *you.*

4 2.22 **Decide which future form is the most appropriate in each case. Then listen and check.**

Tony: Two of my friends [1] *are helping / will help* me prepare the room on Saturday afternoon. We [2] *'re going to hang / 'll hang* sheets on the walls and the ceiling. Then we [3] *'re going to put / 're putting* coloured lights everywhere. We [4] *'ll have / 're having* a band and a DJ from eight to midnight. I've already booked them.
Aunt: Okay, I think I [5] *'ll warn / 'm going to warn* the neighbours!
Tony: We've decided to have a fancy dress theme – everybody [6] *will come / is coming* as their favourite film character.
Uncle: Oh good, I think I [7] *'ll come / 'm going to come* as Captain Jack Sparrow!
Aunt: No, we [8] *'ll go out / 're going out* to the theatre, remember? I told you yesterday.
Uncle: I know, I was joking. Now, what are you [9] *eating / going to eat*?
Tony: That's all arranged. Mum [10] *will make / is making* some pizzas.
Aunt: And what about the cleaning the next day?
Tony: Oh, erm … Don't worry, I [11] *'ll do / 'm doing* that with my friend Luisa. She won't mind!

5 **In your notebook, complete the email with appropriate future forms in gaps 1–6 and your own ideas in gaps a–c.**

Hi Amy,

You know I [1] ? (move) house next week. Well, I've decided that I [2] ? (have) a house-warming party in the new house. The theme is Superheroes, so I [3] ? (dress up) as [a] ? . You know my mum's a fantastic cook so she [4] ? (make) [b] ? . I think everybody [5] ? (like) that. I'm not sure about the music. I think I [6] ? (get) a DJ and ask him to play lots of [c] ? .

6 SPEAKING **You are responsible for organising an end-of-term party for your school year. Discuss with a partner. Follow the instructions.**

1 Make some decisions about location, food and drink, music, decoration, theme, etc.
2 Write an email to the class to explain your ideas. Use all three future forms.

As a class, decide whose party ideas are best.

Grammar page 126

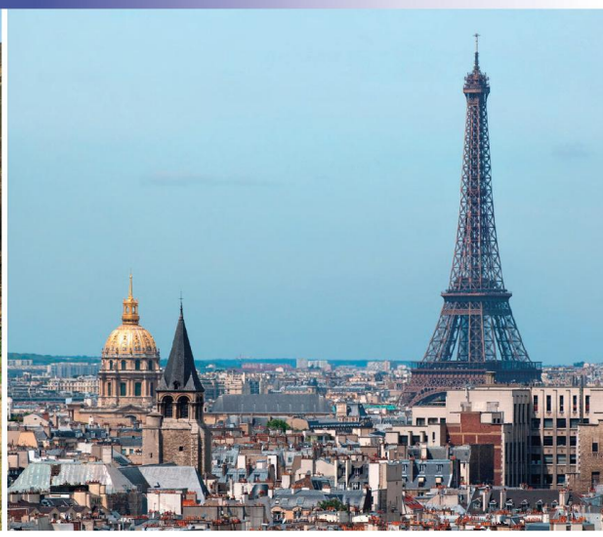


4.6 USE OF ENGLISH

Adverbs

***I can form adverbs and qualify them with* really/quite/very.**





1 SPEAKING **Look at the photos. What are the advantages and disadvantages of each place? Where would you like to spend the weekend? Discuss with a partner.**

2 2.23 **Listen to Robbie trying to decide which place to go to. How many of your ideas in Exercise 1 does he mention? What does he decide to do and why?**

3 2.23 **Listen again and choose the correct option.**

1 She doesn't speak *French very well / very well French.*
2 I speak *more well / better* than she does.
3 I stay up *late / lately.*
4 That sounds *extreme / extremely* boring.
5 Everybody goes to bed *really early / real early.*
6 Time goes *unbelievably slowly / unbelievably slow* in the country.

4 Read the LANGUAGE FOCUS. In your notebook, form appropriate adverbs from the adjectives in bold in sentences 1–6 below. Then put the words in the correct order to make sentences.

LANGUAGE FOCUS

Adverbs

- You use adverbs to modify verbs, adjectives and other adverbs.
- You form adverbs by adding *-ly, -y, -ily* to adjectives:
  *slow => slow**ly**, unbelievable => unbelievab**ly**, lucky => luck**ily**.*

Note: Some adverbs and adjectives have the same spelling:
hard, fast, late, early.
He is a fast runner./He runs fast.

- You never put an adverb between a verb and its object.

VERB OBJECT
*He speaks English **well**.* NOT ~~*He speaks well English.*~~

- Use adverbs of degree to modify adjectives and adverbs.

WEAKER		STRONGER
a little/a bit/slightly	*quite/rather/pretty*	*really/extremely/completely*
*She's **a little shy**.*	*My French is **pretty bad**.*	*Everybody goes to bed **really early**.*

- You form comparative adverbs with *more*:
  *Alice speaks **more clearly** than John.*

Note: Some comparative adverbs are irregular:
well => better, badly => worse, hard => harder.

1 go to bed / I / at the weekend / **real late**
2 eat / I / quite **healthy**
3 I / my money / **wise** / spend
4 **extreme easy** / new words / learn / I
5 **pretty fast** / drives / My father / his car
6 understand / My parents / I do / English / than / **good**

5 In your notebook, write the sentences in Exercise 4 so they are true for you.

6 USE OF ENGLISH **In your notebook, complete the second sentence with option A, B or C so that it has a similar meaning to the first.**

1 My house is not very far from the school.
My house is ? near the school.
A very B quite
C completely

2 My cousin really hates meeting people.
My cousin is ? shy.
A extremely B a little
C slightly

3 I don't get up early during the holidays.
I get up ? during the holidays.
A late B lately
C more late

4 I don't sing as well as my best friend.
My best friend sings ? than me.
A well B good
C better

5 I have to make more effort in English.
I have to work ? in English.
A hardly B more harder
C harder

7 SPEAKING **In your notebook, write the sentences true for you. Then compare your sentences with a partner.**

1 The countryside near my house is … [adverb] + [adjective]
The countryside near my house is extremely beautiful.
2 The streets in my neighbourhood are … [adverb] + [adjective]
3 The capital city is … [adverb] + [adjective]
4 My school is … [adverb] + [adjective]
5 I usually get to school … [comparative adverb] … my schoolmates
6 I speak English … [adverb] + [adverb]

Use of English page 127

4.7 WRITING

A blog entry

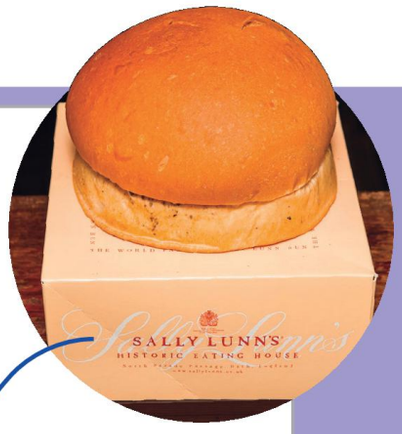
I can write a description of a recent trip.

1 **In your notebooks, list as many British cities as you can think of in sixty seconds.**

2 **Read a blog about Bath. Which topics does the blogger mention?**

a Art and culture
b Food and drink
c Entertainment and nightlife
d General information
e Shopping
f Tourist highlights

3 SPEAKING **Would you like to visit Bath? Why?/ Why not? Discuss with a partner.**



13 January

Last weekend, I visited my cousin in Bath, Somerset, in the southwest of England. Bath is a popular tourist destination and is famous for its **historic sites**. Today's blog entry is about my visit.

I met my cousin on Saturday morning and we walked around the city. Bath is a lovely place. The centre is small, so most people tend to visit it on foot. It was very busy, but we saw some really beautiful architecture. For visitors, a walk along the river is **a must**.

We stopped for lunch in a traditional tearoom. One of the **local specialities** is the Sally Lunn Bun. It was delicious! After lunch, we went shopping. Bath has a wide **selection** of shops. According to fashion magazines, Bath is 'Britain's best fashion secret'. I bought a cool T-shirt, some sunglasses and a hat.

In the evening, we went to the Roman Baths. It is the most popular **attraction** in the city. If you're tired after a long day, I would definitely recommend relaxing in the thermal waters of Bath Spa. I thought it was wonderful!

Comments (8)

FOCUS ON WORDS | Sightseeing

4 2.24 **In your notebook, write the words and phrases in purple in the blog which match the definitions below. Then listen, check and repeat.**

1 an interesting thing to see or do = ?
2 choice or range = ?
3 food that you can only find here = ?
4 places that were important in the past = ?
5 something you should definitely see or do = ?

5 **Read the WRITING FOCUS. Which of the underlined words in the blog in Exercise 2 complete the WRITING FOCUS correctly?**

WRITING FOCUS

A blog entry

- Say when and/or why you visited
  Last week/weekend/month, etc. I went to …/I visited my cousin/friend/aunt in …
- Introduce the place
  … is a small/large city in …
  … is a popular tourist destination.
  … is famous for its …
- Give impressions or opinions
  It is a busy/interesting/[1] ? *place.*
  Most people seem to/[2] ? *to …*
  According to …
  I thought it was great/[3] ? */a bit boring.*
  It (the food) was [4] ? !
- Make recommendations
  I would (definitely) [5] ? *(doing something).*
  For visitors, … is a must.

6 SPEAKING **In your notebook, complete these sentences to describe your own town or region. Then compare your answers with a partner.**

1 ? is famous for ? .
2 For visitors, ? is a must.
3 ? is probably the most popular attraction.
4 One of the local specialities is ? .
5 I would recommend ? .

7 **Read the LANGUAGE FOCUS. Find examples of comma use in the blog.**

LANGUAGE FOCUS

Punctuation – commas

- Put a comma between the names of cities and states or countries – [1] *Bath, Somerset*
- Use commas to separate three or more nouns in a list – [2] ?
- Use commas to separate clauses in a sentence when they are joined by *but* or *so* – [3] ?
- Use a comma to separate an '*if* clause' from the main clause when the '*if* clause' is the first one in a sentence – [4] ?
- Use a comma after time expressions at the beginning of a sentence – [5] ?

8 **Read the text about the Lake District and decide where commas should be added.**

The Lake District

The Lake District Cumbria is the UK's most popular national park. Every year 15 million people visit the area. The landscape is wonderful – there are lakes mountains beaches and breathtaking views. The Lake District is the wettest place in England but the dramatic skies are part of the attraction. Lake Windermere is eleven miles long and is a must for all visitors. If you enjoy walking hiking climbing or water sports the Lake District is an ideal place for a holiday.



SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Napisz notatkę na blog, w której opiszesz swoje wrażenia z pobytu w miejscu często odwiedzanym przez turystów. W swojej notatce:

- przedstaw odwiedzone miejsce i napisz, kiedy odbyła się ta wycieczka,
- na podstawie swoich doświadczeń opisz, co można tam robić,
- opisz swoje wrażenia i wyraź swoją opinię na temat miejsca,
- przekaż swoje rady czytelnikom.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość notatki powinna wynosić od 80 do 130 słów.

A few months ago, I visited …

4.8 SPEAKING

Making suggestions

I can make suggestions and respond to them politely.

1 SPEAKING **Imagine you are visiting London. Which of these activities would you like to do and why? Discuss with a partner.**

SIX OF THE BEST THINGS TO DO IN LONDON



London by speedboat
- 7 days a week, all year
- Suitable for all ages!
- £35 for 50 minutes

Shopping
- Oxford Street shops: 8.30 a.m.–9 p.m., Sun 11.30 a.m.–6 p.m.
- Camden Market: Clothes, music, souvenirs. 10 a.m.–6 p.m. daily





The London Eye
Get the best view of London.
- 10 a.m.–9 p.m. every day
- Adult: £19, 15 and under: £10

The London Dungeon
Prepare to be scared!
- Tours from £20
- 10 a.m.–4 p.m. on Mon, Tue, Wed, Fri
  10 a.m.–5 p.m. on Sun, 10 a.m.–6 p.m. on Sat, 11 a.m.–4 p.m. on Thur



Shakespeare's Globe Theatre
- Experience *Romeo and Juliet* in Shakespeare's own theatre!
- Tickets: £20–£45
- Standing tickets from £5 only

Madame Tussauds
Come and see the Royal Family!
- 9 a.m.–6 p.m. daily
- Adult: £30 – save 50% when you book online



2 2.25 **Listen to Marcus and Ann. What do they decide to do? Which activities do they reject and why?**

3 2.25 **Listen again. Which of these expressions do you hear?**

SPEAKING FOCUS

Making suggestions
Do you fancy (going) …?
Let's (go) …
How about (going) …?
We could (go)…
(I think) we should (go) …
What about (going) …?
Why don't we (go) …?

Agreeing with suggestions
(That's a) good/great idea!
(That) sounds good/great!
Why not!

Disagreeing with suggestions
(I'm sorry) I'm not keen on …
I don't really like …
I'd rather (go) …
I'm not sure about that.
Let's (go) … instead.

4 2.26 **Decide which word from the SPEAKING FOCUS completes each expression in the dialogue correctly. Then listen and check.**

A: Do you fancy [1] ? to the cinema tonight?
B: That's a good [2] ? ! What do you want to see?
A: The new film with Jennifer Aniston.
B: Oh no, I'm not [3] ? on romantic comedy. I'd [4] ? see an action film.
A: Okay, let's see the new James Bond [5] ? .
B: Great. How [6] ? having a burger before we go?
A: Why [7] ? ! We [8] ? try that new burger bar in town.

5 SPEAKING **You are planning a day out in Edinburgh. Look at the tourist information. Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.**

A: Suggest an activity for the morning.
B: Agree and suggest something for the afternoon.
A: Disagree and suggest something different for the afternoon.
B: Disagree and suggest something else for the afternoon.
A: Agree and suggest something for the evening.
B: Agree.

National Museum of Scotland
10 a.m.–5 p.m.
Botanic Gardens
10 a.m.–6 p.m.
Climb a hill to get great views of the city
2 hours to climb up
Visit Edinburgh Castle
9.30 a.m.–5 p.m.
Comedy at 'Comedy Club'
8.30 p.m.–midnight
Ghost tour 'Dark secrets of old Edinburgh'
3 p.m.
Learn to do Scottish dancing
7 p.m.–midnight
Eat seafood in waterfront restaurants
7 p.m.–midnight



6 SPEAKING **Practise your dialogue. Then act it out to the class.**

4.1 Vocabulary 4.25

basement /'beɪsmənt/ piwnica
bedside table /ˌbedsaɪd 'teɪbəl/ stolik nocny
block of flats /ˌblɒk əv 'flæts/ blok mieszkalny
bookcase /'bʊk-keɪs/ regał na książki
brick /brɪk/ cegła
bungalow /'bʌŋgələʊ/ dom parterowy
carpet /'kɑːpət/ dywan
chest of drawers /ˌtʃest əv 'drɔːz/ komoda
comfortable /'kʌmftəbəl/ wygodny
concrete /'kɒŋkriːt/ beton
cooker /'kʊkə/ kuchenka
cosy /'kəʊzi/ przytulny
cottage /'kɒtɪdʒ/ domek wiejski
cupboard /'kʌbəd/ szafka
desk /desk/ biurko
detached house /dɪˌtætʃt 'haʊs/ dom wolnostojący
do the cooking /ˌduː ðə 'kʊkɪŋ/ gotować
do the gardening /ˌduː ðə 'gɑːdnɪŋ/ pracować w ogrodzie
do the housework /ˌdu ðə 'haʊswɜːk/ wykonywać prace domowe
do the ironing /ˌduː ðiː 'aɪənɪŋ/ prasować
do the shopping /ˌduː ðə 'ʃɒpɪŋ/ robić zakupy
do the washing /ˌduː ðə 'wɒʃɪŋ/ prać
do the washing-up /ˌduː ðə ˌwɒʃɪŋ 'ʌp/ zmywać
do your homework /ˌduː jɔː 'həʊmwɜːk/ odrabiać zadanie domowe
downstairs /ˌdaʊn'steəz/ na dole
fridge /frɪdʒ/ lodówka
front door /ˌfrʌnt 'dɔː/ drzwi frontowe
glass /glɑːs/ szkło
in a village /ˌɪn ə 'vɪlɪdʒ/ w wiosce
in the city centre /ˌɪn ðə ˌsɪti 'sentə/ w centrum miasta
in the countryside /ˌɪn ðə 'kʌntrisaɪd/ na wsi
in the suburbs /ˌɪn ðə 'sʌbɜːbz/ na przedmieściach
interior wall /ɪnˌtɪəriə 'wɔːl/ ścianka działowa
kitchen sink /ˌkɪtʃən 'sɪŋk/ zlew kuchenny
ladder /'lædə/ drabina
make a complaint /ˌmeɪk ə kəm'pleɪnt/ złożyć zażalenie
make a decision /ˌmeɪk ə dɪ'sɪʒən/ podjąć decyzję
make a mess /ˌmeɪk ə 'mes/ zrobić bałagan
make a noise /ˌmeɪk ə 'nɔɪz/ hałasować
make dinner /ˌmeɪk 'dɪnə/ ugotować obiad
make your bed /ˌmeɪk jɔː 'bed/ pościelić łóżko
metal /'metl/ metal
modern /'mɒdn/ nowoczesny
narrow /'nærəʊ/ wąski
natural light /ˌnætʃərəl 'laɪt/ naturalne światło
near the sea /ˌnɪə ðə 'siː/ blisko morza
neighbour /'neɪbə/ sąsiad
on a housing estate /ˌɒn ə 'haʊzɪŋ ɪˌsteɪt/ na osiedlu
on the edge of the city /ˌɒn ðiː 'edʒ əv ðə 'sɪti/ na obrzeżach miasta
on the first floor /ɒn ðə ˌfɜːst 'flɔː/ na pierwszym piętrze
on the ground floor /ɒn ðə ˌgraʊnd 'flɔː/ na parterze
on the second floor /ɒn ðə ˌsekənd 'flɔː/ na drugim piętrze
on the top floor /ɒn ðə ˌtɒp 'flɔː/ na najwyższym piętrze
open-plan /ˌəʊpən 'plæn/ bez ścianek działowych
radiator /'reɪdieɪtə/ kaloryfer
semi-detached house /ˌsemidɪˌtætʃt 'haʊs/ dom bliźniaczy, bliźniak
shelf /ʃelf/ półka
spacious /'speɪʃəs/ przestronny
stairs /steəz/ schody
stone /stəʊn/ kamień
terraced house /ˌterəst 'haʊs/ dom szeregowy
traditional /trə'dɪʃənəl/ tradycyjny
upstairs /ˌʌp'steəz/ na piętrze
wardrobe /'wɔːdrəʊb/ szafa na ubrania
wide /waɪd/ szeroki
wood /wʊd/ drewno
wooden floor /ˌwʊdn 'flɔː/ drewniana podłoga

4.2 Grammar 4.26

accommodation /əˌkɒmə'deɪʃən/ zakwaterowanie
community /kə'mjuːnəti/ społeczność
couch /kaʊtʃ/ kanapa
feel at home /ˌfiːl ət 'həʊm/ czuć się jak w domu
feel homesick /ˌfiːl 'həʊmˌsɪk/ tęsknić za domem
free /friː/ darmowy, bezpłatny
host /həʊst/ gospodarz
houseboat /'haʊsbəʊt/ łódź mieszkalna
luxury /'lʌkʃəri/ luksusowy
member /'membə/ przedstawiciel, członek
neighbourhood /'neɪbəhʊd/ okolica
studio apartment /'stjuːdiəʊ əˌpɑːtmənt/ kawalerka

4.3 Listening 4.27

come round /ˌkʌm 'raʊnd/ przyjść w odwiedziny
get away from /ˌget əˌweɪ 'frəm/ uciec od
keep sb out /ˌkiːp ˌsʌmbədi 'aʊt/ nie wpuszczać kogoś
lamp /læmp/ lampa
let sb in /ˌlet ˌsʌmbədi 'ɪn/ wpuścić kogoś do środka
shell /ʃel/ muszla
souvenir /ˌsuːvə'nɪə/ pamiątka
stay in /ˌsteɪ 'ɪn/ zostać w domu

4.4 Reading 4.28

abandon /ə'bændən/ porzucać
ancient /'eɪnʃənt/ starożytny
attract /ə'trækt/ przyciągać
breathtaking view /ˌbreθteɪkɪŋ 'vjuː/ widok zapierający dech w piersiach
busy /'bɪzi/ ruchliwy, zatłoczony
camel /'kæməl/ wielbłąd
cave /keɪv/ jaskinia
crater /'kreɪtə/ krater
dense /dens/ gęsty
desert /'dezət/ pustynia
develop underwater vision /dɪ'veləp ˌʌndə'wɔːtə 'vɪʒən/ wykształcić umiejętność widzenia pod wodą
dry /draɪ/ suchy
electricity /ɪˌlek'trɪsəti/ energia elektryczna
historic monument /hɪˌstɒrɪk 'mɒnjəmənt/ zabytek
hot springs /ˌhɒt 'sprɪŋz/ gorące źródła
humid /'hjuːmɪd/ wilgotny
impressive /ɪm'presɪv/ robiący wrażenie
island /'aɪlənd/ wyspa
landscape /'lændskeɪp/ krajobraz
lush /lʌʃ/ bujny
mining /'maɪnɪŋ/ górniczy
mountain /'maʊntən/ góra
move (house) /ˌmuːv ('haʊs)/ przeprowadzić się
nomadic tribe /nəʊˌmædɪk 'traɪb/ plemię koczownicze
population /ˌpɒpjə'leɪʃən/ liczba ludności
rainforest /'reɪnfɒrəst/ las deszczowy
rock /rɒk/ skała
ruins /'ruːənz/ ruiny
scorching /'skɔːtʃɪŋ/ skwarny
stilt /stɪlt/ pal
tourist destination /'tʊərəst destəˌneɪʃən/ cel wycieczek turystycznych
trading centre /'treɪdɪŋ ˌsentə/ centrum handlu
traffic jam /'træfɪk ˌdʒæm/ korek uliczny
treehouse /'triː haʊs/ dom na drzewie
turquoise ocean /ˌtɜːkwɔɪz 'əʊʃən/ turkusowy ocean
vegetation /ˌvedʒɪ'teɪʃən/ roślinność
volcanic /vɒl'kænɪk/ wulkaniczny
volcano /vɒl'keɪnəʊ/ wulkan

4.5 Grammar 4.29

ceiling /'siːlɪŋ/ sufit
house-warming party /'haʊswɔːmɪŋ ˌpɑːti/ parapetówka
sheet /ʃiːt/ prześcieradło
warn /wɔːn/ ostrzegać
dress up as /ˌdres 'ʌp əz/ przebierać się za

4.6 Use of English 4.30

a little/a bit/slightly /ə 'lɪtl/ə 'bɪt/'slaɪtli/ trochę, odrobinę, nieco
badly /'bædli/ źle
completely /kəm'pliːtli/ zupełnie
extremely /ɪk'striːmli/ niezmiernie
luckily /'lʌkɪli/ na szczęście
quite/rather/pretty /kwaɪt/'rɑːðə/'prɪti/ całkiem, dość
really /'rɪəli/ naprawdę
stay up /ˌsteɪ 'ʌp/ nie kłaść się spać
unbelievably /ˌʌnbə'liːvəbli/ niewiarygodnie
well /wel/ dobrze

4.7 Writing 4.31

a must /ə 'mʌst/ rzecz obowiązkowa, konieczność
according to /ə'kɔːdɪŋ tə/ według
architecture /'ɑːkətektʃə/ architektura
attraction /ə'trækʃən/ atrakcja
be famous for /bi 'feɪməs fə/ być znanym z
delicious /dɪ'lɪʃəs/ pyszny, wyśmienity
entertainment /ˌentə'teɪnmənt/ rozrywka
historic site /hɪˌstɒrɪk 'saɪt/ zabytek, historyczne miejsce
local speciality /ˌləʊkəl ˌspeʃi'æləti/ miejscowa specjalność
lovely /'lʌvli/ uroczy, cudowny, śliczny
nightlife /'naɪtlaɪf/ życie nocne
on foot /ˌɒn 'fʊt/ pieszo
recommend /ˌrekə'mend/ polecać
selection of /sə'lekʃən əv/ asortyment, wybór
tend to /'tend tə/ mieć w zwyczaju
tourist highlight /ˌtʊərəst 'haɪlaɪt/ główna atrakcja turystyczna
wonderful /'wʌndəfəl/ cudowny

4.8 Speaking 4.32

adult /'ædʌlt/ dorosły
castle /'kɑːsəl/ zamek
daily /'deɪli/ codziennie, dziennie
hill /hɪl/ wzgórze
river /'rɪvə/ rzeka
royal family /ˌrɔɪəl 'fæməli/ rodzina królewska
suitable /'suːtəbəl/ odpowiedni
waterfront restaurant /ˌwɔːtəfrʌnt 'restərɒnt/ restauracja nadbrzeżna (z widokiem na wodę)

FOCUS REVIEW 4

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych wyrazów poprawnie uzupełniają zdania? Dwa wyrazy nie pasują do żadnego zdania.

bungalow centre cupboard drawers suburbs temperatures vegetation

1 There is a new housing estate in the ? of the city. You can get there by bus.
2 Last month my family moved to a modern ? with a large garden.
3 This chest of ? is too small for my clothes. I need a big wardrobe.
4 Singapore is an important trading ? in Asia. That's why the port there is so big.
5 Many popular tourist destinations have scorching ? in summer.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 The Eiffel Tower is probably the most popular tourist ? in Paris. **ATTRACT**
2 This is a ? costume worn by young men on special occasions. **TRADITION**
3 My room in the new house is much more ? than in the old flat. **SPACE**
4 The room was cosy with ? stairs leading up to the next floor. **WOOD**
5 Our neighbours play loud music nearly every night. We've made several ? . **COMPLAIN**

3 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens.

1 They moved to Venice in 2016. **LIVED**
They ? 2016.
2 Liz started working for a coachsurfing service two years ago. **WORKED**
Liz ? for a couchsurfing service for two years.
3 They last saw Paul in January. **SINCE**
They ? January.
4 When did you first meet Karen? **KNOWN**
How long ? Karen?
5 I stopped travelling abroad three years ago. **FOR**
I ? three years.

4 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania?

1 Are you moving house on Saturday? I ? you if you like. (help)
2 I'm sorry I can't come. I ? a language course this evening. (start)
3 We ? on Friday night, but we still don't know where exactly. (meet)
4 Hi, Jack! It's Sue. What time ? you ? tomorrow? (come)
5 'Was that the doorbell?' 'Yes, I ? it!' (answer)
6 I ? probably ? in tonight. I feel so tired. (stay)

ŚRODKI JĘZYKOWE

Wybór wielokrotny; pary zdań

5 Przeczytaj poniższe minidialogi. Która z podanych opcji A–C poprawnie uzupełnia wypowiedź?

WSKAZÓWKA
Zastanów się, jakie słowa, struktury lub funkcje językowe są testowane w każdym z dialogów. Sprawdź, czy wybrana przez ciebie opcja pasuje do luki pod względem poprawności językowej i czy najlepiej uzupełnia zdanie pod względem znaczenia.

1 X: What are your neighbours like?
Y: We haven't got any close neighbours. We live in a ? house in the countryside.
A terraced B detached C semi-detached
2 X: Do you fancy going to the cinema?
Y: I'm not sure about that. ? go swimming.
A How about B Let's C I would recommend
3 X: How long have you lived here?
Y: Not very long. ? .
A For a few weeks. B Since I was born.
C A few weeks ago.
4 X: Is Tamara going to the party?
Y: No, she isn't ? dancing and is a bit shy.
A rather B like C keen on
5 X: Has your uncle seen your new house?
Y: I don't think so. ? .
A I'll keep him out. B I won't let him in.
C He's coming round tomorrow.
6 X: Do most people you know tend to eat ? ?
Y: Yes, they try to avoid fast food.
A healthy B healthily C unhealthily

6 Która z podanych opcji A–C poprawnie uzupełnia luki w obydwu zdaniach każdej pary?

1 I'll ? dinner. What would you like?
Can you tidy your room, please, and ? your bed?
A do B make C prepare
2 What ancient ? would you like to visit?
Do you fancy walking around in the ? centre?
A city B monument C trading
3 There are a lot of places to ? the shopping in my town.
It's best to ? the washing-up right after the meal.
A do B go C make
4 I'd ? take a taxi to the suburbs.
Put on a coat – it's ? cold outside.
A quite B like C rather
5 We were ? surprised when we heard the news.
There was ? table next to the sofa.
A a little B slightly C so
6 The shops aren't ? on Sunday afternoons.
We used to live in a/an ? -plan flat.
A working B closed C open

SŁUCHANIE

Dobieranie

7 2.27 **Usłyszysz dwukrotnie cztery wypowiedzi dotyczące życia na obrzeżach dużego miasta. Dopasuj zdania A–E do wypowiedzi 1–4. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

WSKAZÓWKA
Zdania mogą przekazywać wnioski wynikające z informacji zawartych w wypowiedzi, opisywać intencję autora lub określać kontekst wypowiedzi.

The speaker:
A feels a member of the community in the suburbs.
B has changed his/her opinion about living in the suburbs.
C isn't sure if he/she will do his future job in the suburbs.
D addresses people who don't want to live in the city centre.
E presents people's opinions about living in the suburbs.

MÓWIENIE

8 Opisz zdjęcie i odpowiedz na dotyczące go pytania.



1 What are the girls going to do next, in your opinion?
2 How do you help with the housework in your home?
3 Tell us about a situation when you or someone you know had to clean the flat after a party.

9 Pracując w parach, wykonajcie zadanie.

UCZEŃ A
Chcesz wziąć udział w wakacyjnym kursie języka angielskiego w Wielkiej Brytanii. Rozmawiasz z pracownikiem szkoły językowej na temat zakwaterowania u angielskiej rodziny. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczynasz ty.

Lokalizacja	Cena
Niezbędne wyposażenie	Obowiązki domowe

UCZEŃ B
Jesteś pracownikiem szkoły językowej w Wielkiej Brytanii, w której w czasie wakacji ma się uczyć uczeń A. Rozmowa dotyczy zakwaterowania u angielskiej rodziny. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna uczeń A.

- *Our school is in the centre and the prices there are high.*
- *You will have access to the Internet but students can't download music or films.*
- *This will depend on the type of room. Of course, a single room will be more expensive.*
- *You will have to clean your room every week or pay £20 extra.*

PISANIE

Wpis na blogu

10 Przeczytaj zadanie. Zdecyduj, w jakiej kolejności zdania a–d powinny pojawić się w opisie na blogu.

Twoja klasa była ostatnio na wycieczce. Podziel się na blogu swoimi wrażeniami z tego wyjazdu. We wpisie:
- wyjaśnij, jakie miasto w Polsce odwiedziliście i kiedy odbyła się wycieczka,
- wyraź i uzasadnij swoją opinię na temat odwiedzonego miasta,
- napisz, co szczególnie polecasz innym osobom odwiedzającym to miasto,
- opisz problem, który nieoczekiwanie wystąpił, i sposób jego rozwiązania.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość wpisu powinna wynosić od 80 do 130 słów.

a Toruń is not a very big city but it's a lovely place.
b Unfortunately, we missed our train back to Warsaw.
c I would recommend visiting the planetarium.
d Last month we went on a class trip to Toruń.

11 Wykonaj zadanie w ramce z ćwiczenia 10.

5 Time to learn

Tell me and I forget, teach me and I remember, involve me and I learn.
Benjamin Franklin

BBC

5.1 VOCABULARY

Places in school • education • phrasal verbs • collocations

I can use language related to school life and equipment.

SHOW WHAT YOU KNOW

1 SPEAKING **Look at the words and discuss your favourite/least favourite place in school. Where do you spend most time?**

canteen/cafeteria classroom corridor gym library playground reception school hall school office science lab sports field staff room

2 **Read three descriptions of different school systems. Which text describes a school in Brazil, Finland and Japan? For the answers, go to page 150.**

1 Our school is quite informal – we can call our teachers by their first names. We don't move up to secondary school when we're 11 because we attend the same comprehensive school from 7 to 16. All our classes are mixed ability. The curriculum includes academic subjects but also Art, Music and PE, with only about 30 minutes of homework every day. We're lucky – we don't have to pay tuition fees to do a degree at university.



2



School is compulsory between the ages of 6 and 14. Our school terms are from February to June and August to December. We break up in December for our summer holiday. I set off for school very early because my lessons start at 7 a.m. and finish at 12. My school's open all day to cope with the high numbers of students. There are three sessions, from 7 to 12, 12 to 5 and 5 to 10 o'clock in the evening. In the afternoon I do after-school activities like football or music. When I finish high school, I'll take an entrance exam to get into university.

3 English is my favourite subject, but I can't keep up with all the homework! We have to learn lists of vocabulary by heart. At elementary school, the timetable includes earthquake practice. If there's an earthquake when children are outside, they have to line up in the playground. At the end of the day, we have to clean our classroom. Most of my classmates will go to university. In my country, 50% of the population are university graduates.



3 **Compare the descriptions with your own school system. Find a piece of information for each line in the table. Make notes in your notebook.**

This is true for me/my school	?
This isn't true for me/my school	?
I like this	?
I don't like this	?
This is interesting, strange or unusual	?

4 2.28 **Listen to a UK school head teacher. What did she change in her school and why?**

5 2.28 **Listen again. Which three problems were the result of sleepiness?**

1 Students dropped subjects.
2 Students thought that teachers set too much homework.
3 Students didn't hand in their homework on time.
4 Students skipped lessons.
5 Students couldn't pay attention in class.
6 Students made lots of mistakes.

6 SPEAKING **In your notebook, prepare a timetable for 'perfect school day'. Compare it with your classmates. Who has the best day?**

FOCUS ON WORDS | Education

7 2.29 **In your notebook, complete the list with the words or phrases in red in the text. Add a translation. Then listen, check and repeat.**

1 academic ? = ?
2 after-school ? = ?
3 classmate = ?
4 compulsory = ?
5 curriculum = ?
6 learn by ? = ?
7 mixed ? = ?
8 term = ?
9 timetable = ?
10 university ? = ?

8 **In your notebook, complete the sentences with words or phrases in Exercise 7. Which sentences are true for you?**

In my school …
1 it's ? to wear a school uniform.
2 the school year starts in September and is divided into three ? .
3 students at the same level learn together. There are no ? classes.
4 we focus on ? . Personally, I prefer subjects like drama and PE.
5 our English teacher gives us long lists of vocabulary to ? .
6 the history ? only covers the twentieth century.
7 the ? includes a break in the morning and a long break for lunch.
8 I get on really well with all my ? .

FOCUS ON WORDS | Phrasal verbs

9 2.30 **In your notebook, write the base form of the underlined phrasal verbs in the text and in Exercise 5 to match the definitions. Then listen, check and repeat.**

1 stop working at the end of term = break up
2 manage a difficult situation = ?
3 get a place (at university) = ?
4 give a piece of work to a teacher = ?
5 learn at the same speed as other students = ?
6 stand in a line = ?
7 change to the next level, year or school = ?

10 **In your notebook, complete the sentences with the correct particle and your own ideas. Then compare your sentences with a partner.**

1 We break ? for summer on [*date*] ? .
2 The last piece of homework I handed ? was [*subject*] ? .
3 It's hard to keep up ? all the homework in [*subject*] ? .
4 Next year I'll move ? to [*year/school*] ? .
5 If you want to get ? university, you have to pass [*name/type of exam*] ? .
6 The thing I find most difficult to cope ? at school is [*your idea*] ? .

FOCUS ON WORDS | Collocations

11 2.31 **In your notebook, complete the collocations with the base form of the highlighted words in the text and in Exercise 5. Then listen, check and repeat.**

1 pay attention
2 ? /get/have **a degree**
3 ? /pass/fail/revise for **an exam**
4 ? **tuition fees**
5 ? /do/hand in/mark **homework**
6 ? /miss **lessons**
7 ? /learn from **mistakes**
8 ? /go to/start/finish/leave **school**
9 ? /take **a subject**

12 SPEAKING **In your notebook, complete the statements with the correct verb. Sometimes more than one answer is possible. Do you agree with the statements? Why?/Why not? Tell your partner.**

1 Parents should pay a fine if their children ? lessons.
2 It's impossible to ? attention in class straight after lunch.
3 You shouldn't have to ? university tuition fees. All education should be free.
4 English teachers don't ? enough homework. We want more!
5 You have to go to university and ? a degree if you want a good job.
6 Students should be able to ? a subject if they are not interested in it.

5.2 GRAMMAR

First Conditional

I can use the First Conditional to predict possible results of actions or situations.

1 SPEAKING **Read UK TODAY. What is a gap year? Do you think it's a good thing to do? Do young people in Poland tend to take a gap year? Why?/Why not? Discuss with a partner.**

UK TODAY

Did you know that about 10 percent of students in the UK do a gap year between leaving school and going to university?

What do they do?

• travel abroad • go backpacking • do voluntary work

Where do they go?

• Africa • Southeast Asia
• Australia and New Zealand • South America

How much does it cost?

Usually about £4,000.

2 2.32 **Look at the photo of Ricky's parents and read the sentences. Who do you think is in favour of Ricky doing a gap year and who is against? Listen and check.**

3 **Read the GRAMMAR FOCUS. Which First Conditional forms in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS

First Conditional

- You use the **First Conditional** to predict the future result of an action.

action	→	future result
***if* + Present Simple**		***will/won't* + verb**

If he [1] ? *to South America next year, he* [2] ? *to university the year after.*

If he ***doesn't go*** *to university, he* ***won't get*** *a decent job.*

- You can put the *if* clause after the main clause.

He'll waste a year if he goes travelling.

4 2.32 **In your notebook, match the halves of sentences from the conversation. Then listen again and check.**

1 If Ricky doesn't go to university this year,
2 He'll get a lot out of it
3 He'll do bungee jumps and get a tattoo
4 If he goes away on his own,
5 If he doesn't do anything on his own,

a if he does a gap year.
b he'll never go.
c he'll get into trouble.
d he'll never be independent.
e if he goes to South America.



5 2.33 **What other reasons might Ricky have for going to South America? Listen and check your ideas.**

6 2.33 **In your notebook, complete the sentences with the correct form of verbs in brackets. Then listen again and check.**

1 He thinks if I ? (go) travelling, I ? (not go) to university when I come back.
2 If I ? (tell) them the truth, they definitely ? (not let) me go.
3 You ? (not learn) any Spanish if you ? (visit) her!
4 If my dad ? (not agree), I ? (not able) to go.
5 If your mum ? (think) it's a good idea, she ? (convince) your dad.

7 SPEAKING **Work in groups of three. Look at the prompts and practise the conversation as in the example.**

A (student's wish)	B (positive parent)	C (negative parent)
1 live abroad	new culture	miss friends
2 join a band	have a lot of fun	not do schoolwork
3 part-time job	earn money	get up early

A: I want to live abroad.
B: Great! If you live abroad, you'll learn about a new culture.
C: Oh dear. If you live abroad, you'll miss all your friends.

Grammar page 128

5.3 LISTENING

Answering questions

I can understand the main points of a narrative conversation about a familiar topic.

1 SPEAKING **Read the tips for dealing with exam stress. Which tips do you usually follow? Can you add any more tips? Discuss with a partner.**

Get rid of exam stress

- ✓ Create a revision schedule – and follow it!
- ✓ Don't get exhausted – get plenty of sleep.
- ✓ Study in a group from time to time.
- ✓ Be positive – imagine yourself passing the exam.
- ✓ Take regular breaks – do things you enjoy.
- ✓ Remember, it's only an exam. You won't die if you fail!

2 2.34 **Listen to Grace and Tom talking about exams. Which tips in Exercise 1 does Grace mention?**

3 **Read questions 1–6 in the LISTENING FOCUS. In your notebook, match the underlined words and phrases with the words and phrases in the box.**

alone	?	blame Grace	?
enjoy yourself	?	marks	?
nervous	?	take it easy	?

LISTENING FOCUS Answering questions

4 2.34 **Listen to the conversation again and answer the questions.**

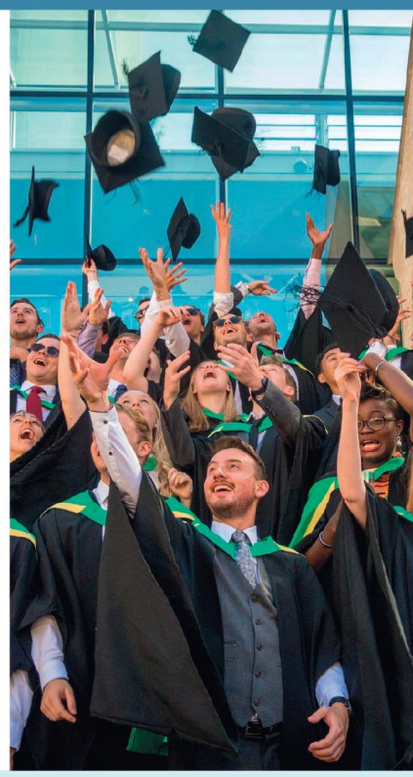
1 What sort of grades does Tom get in school?
2 Why does Grace want Tom to relax?
3 What does Grace think about studying on your own?
4 How does Grace deal with being stressed about exams?
5 Why is Tom not keen to go out and have a good time before the exams?
6 Why will Tom say it's Grace's fault if he fails his exams?

5 **Do you have to take an entrance exam to get into university in your country? Read the information about British universities. Is the missing word a noun or a number?**

How to get a place at University in Britain

1 Apply for a place at university when you're in your last year of secondary school: Year ? .
2 You can apply to ? universities.
3 To get into university, you have to get good ? in three or four A levels.
4 To get into Oxford or Cambridge university, you have to take an entrance ? .
5 Last year ? students applied for 400,000 university places.
6 You have to pay university tuition fees up to £ ? a year.

Notes:
A levels = Advanced level exams.
Students usually do A levels at eighteen.



6 2.35 **Listen. In your notebook, write the words which complete the information sheet in Exercise 5.**

7 **In groups, write an information sheet which explains how to get a place at university in Poland.**

PRONUNCIATION FOCUS

8 2.36 **Listen and decide which number you hear. Then listen again and repeat.**

1	15.1	50.1	4	18.18	80.18
2	170	117	5	14,440	40,414
3	13,990	30,919	6	660,000	616,000

9 **In your notebook, write six similar numbers. Take it in turns to dictate them to your partner. Check your answers.**

FOCUS ON WORDS | *get*

10 2.37 **In your notebook, put the collocations and phrasal verbs with *get* under the correct heading. Then listen, check and repeat.**

~~get exhausted~~ get good grades get ill get a job
get into trouble get nervous get rid of sth

***get* + adjective or past participle = become**
1 *get exhausted* 2 ? 3 ?
***get* + noun = buy, obtain or receive**
4 ? 5 ?
phrases and phrasal verbs with *get*
6 ? 7 ?

5.4 READING

Matching

I can scan a short text to locate specific information.

1 SPEAKING **Look at the photos and the title of the article. Discuss the questions.**

1 What do you know about the people? What are they famous for?
2 What do you think the text is about?
3 Which of the words and phrases in the box do you expect to see in the text?

ability animals autism dyslexia food hard work help learning disorders money strong successful support

2 **Read the text and check your ideas in Exercise 1.**

READING FOCUS Matching

3 **Read the text again. In your notebook, match questions 1–6 with the people described in the text. Write MP, TG, KK or RB.**

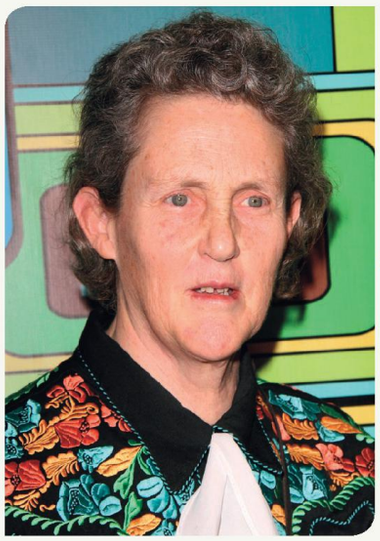
1 Which person's teacher changed his/her life in a positive way? ?
2 Who is able to concentrate on his/her strengths because of his/her learning disorder? ?
3 Who became better at something when learning about his/her favourite subject? ?
4 Who changed in a positive way thanks to getting over his/her learning difficulties? ?
5 Who did something to help others understand a learning disorder? ?
6 Which person got over his/her difficulties to have a job of his/her dreams? ?

Different, not less

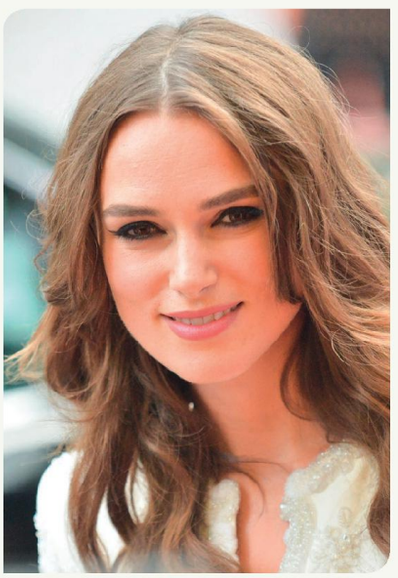
2.38

Many people have learning disorders. They suffer in school: other children bully them or *make fun of them and call them 'slow'*. However, people can get over their learning disorders and have successful careers with the help and support of family, teachers and doctors, as these examples prove.

At school, **Michael Phelps** could not sit still and found it difficult to concentrate. His teachers said he couldn't *focus on anything*. But then he found his passion for sport. His mother encouraged him and *helped him to develop his swimming ability*. His reading improved when he read books about sport. And his Maths improved when the problems reflected his interests, for example, 'How long will it take to swim 500 metres if you swim three metres per second?' Through hard work and never missing a day's practice, Michael became an Olympic champion, winning twenty-eight medals, twenty-three of them gold.



In the world of autism, **Dr Temple Grandin** is an important voice. Autistic herself, she is an expert on how to teach people with autism, and she *has written six books about the condition*. She describes herself as a visual thinker and says that *her mind is like Google Images*. School was difficult for her because she didn't think in the same way as other children. But one summer, she worked on a farm and discovered that she 'understood animals'. At school, her Science teacher became her mentor. With *his help and support*, Grandin became interested in animal science. She later became a professor of animal science at Colorado State University.



Keira Knightley found out she had dyslexia at the age of six and she remembers other children calling her stupid. She believes that her *problems with reading and writing* made her strong. Knightley struggled with reading and writing, but she dreamt of being an actress, so she had to read scripts. She had to *work harder than other children* to improve her literacy, but she finished school with top grades.



Richard Branson is one of the most successful entrepreneurs in the world. He says that because of his dyslexia, he has learnt to keep things simple, ignore difficulties and focus on what he is good at. However, he grew up at a time when dyslexia was misunderstood – his teachers *made the mistake of thinking* that he was lazy or 'not very clever'. His head teacher at secondary school told him: 'I predict that you will either go to prison or become a millionaire.' He was right.

So don't worry if you are different – you never know where your differences could lead you.

FOCUS ON WORDS | Nouns and verbs

4 2.39 **Look at the words in blue in the text and note how the phrases in italics can help you understand their meaning. In your notebook, match the words with the definitions. Then listen, check and repeat.**

1 try to hurt or frighten someone who is weaker = *bully*
2 a very experienced person who helps a less experienced person = ?
3 think very carefully about something you are doing = ?
4 someone who has special knowledge of a subject = ?
5 to give someone the confidence to do something = ?
6 try very hard to achieve something that is difficult = ?
7 not liked by other people in a way that is unfair = ?
8 someone who imagines words as pictures = ?

5 **In your notebook, fill the gaps with a word in Exercise 4. Then complete the sentences in your own words.**

1 I find it difficult to ? when …
2 The best way of dealing with someone who ? you is …
3 The school subject I ? with most is …
4 A good way to ? students to work harder is …
5 A person I know who I'd like as a ? is …
6 I'd like to become an ? on …

6 SPEAKING **Compare your sentences in Exercise 5 with a partner. How similar or different are you?**

FOCUS ON WORDS | *of* and *for*

7 2.40 **In your notebook, complete the phrases with *of* or *for*. Use the underlined words in the text. Then listen, check and repeat.**

1 make fun *of* sb
2 be/become a professor ? sth
3 have/find a passion ? sth
4 dream ? sth
5 make the mistake ? doing sth

5.5 GRAMMAR

Defining relative clauses

I can use who/that/which in basic defining relative clauses.

1 SPEAKING **Read an extract from The British Students' Manifesto. How is this school similar or different to your school? Discuss with a partner.**

> The school that we'd like is: A school which is for everybody, with boys and girls who come from all backgrounds and abilities, a place where we don't compete against each other, but just do our best.

2 **Read the GRAMMAR FOCUS. Which relative pronouns in blue in Exercise 1 complete the rules correctly?**

GRAMMAR FOCUS

Defining relative clauses

- You use [1] ? or ***that*** for people.
- You use [2] ? or ***that*** for things.
- You use [3] ? to refer to a place.

The relative pronoun usually comes immediately after the person, thing or place it refers to. You can leave out ***that***, ***which*** or ***who*** when it comes before a noun or a pronoun.

3 **Read *The British Students' Manifesto*. Find the nouns that relative pronouns 1–10 refer to. Write the correct relative pronoun in your notebook.**

4 **Which relative pronouns complete these definitions of words from the *Manifesto* correctly?**

1 An *uncluttered* classroom is a classroom *which/that* is tidy with no unnecessary things in it.
2 A *beanbag* is a large cushion ? forms a comfortable shape when you sit on it.
3 A person ? scrapes their knees may get small cuts.
4 Chill out is an informal expression ? means 'to relax'.
5 *Blinds* are like curtains ? you use to keep out the light.
6 A *swipe card* is a plastic card ? works like a key and lets you in or out.
7 A *rigid* timetable is a timetable ? you can't change.
8 A *relevant* school is a school ? lessons are directly connected with real life.

5 **In which sentences in Exercise 4 can the relative pronoun be left out?**

6 SPEAKING **Work in groups. Prepare a manifesto about your ideas for a perfect school. Think about:**

1 classrooms and study areas,
2 gardens and sports grounds,
3 equipment and technology,
4 school uniforms,
5 canteen.

7 SPEAKING **Present your manifesto to the rest of the class.**

FOCUS VLOG About education

2.41 **Listen to the Focus Vlog. How do the speakers describe a perfect student? Write the answers in your notebook.**

Grammar page 129

The British Students' Manifesto

We, the school pupils of Britain, have a voice.



This is what we say.

The school that we'd like is:

A beautiful school [1]*where / that* the classrooms are uncluttered and the walls are brightly coloured.

A comfortable school with sofas and beanbags, cushions on the floors, tables [2]*who / that* don't scrape our knees, and quiet rooms [3]*where / which* we can chill out.

A light school with huge windows [4]*that / where* let the sunshine in, but blinds [5]*who / which* keep out the sun when we want to watch something on a screen.



A safe school with swipe cards for the school gate, anti-bully alarms, first aid classes, and someone [6]*where / that* we can talk to about our problems.

A flexible school without rigid timetables or exams, without compulsory homework, [7]*where / who* we can follow our own interests and spend more time on the subjects [8]*who / which* we enjoy.

A relevant school [9]*who / where* we learn through experience, experiments and exploration, with field trips to historic sites and other places of interest.

A school that is for everybody with students [10]*which / who* come from all backgrounds and abilities, a place where we don't compete against each other, but just do our best.

The British Students' Manifesto was the result of a nationwide survey of over 15,000 students in England and Wales.

5.6 USE OF ENGLISH

Future time and conditional clauses

I can use conjunctions in the Present Simple with future reference.

1 SPEAKING **Look at the list of team sports. Discuss the questions.**

1 Which of these sports do you play/have you played?
2 What other sports do you play/have you played?
3 How much time a week do you spend doing sport?

TOP 6 TEAM SPORTS IN UK SCHOOLS

Football
Rugby
Cricket
Netball
Hockey
Basketball



2 2.42 **Listen to Isabel and Monica discussing their hockey team and answer the questions.**

1 How much of her free time does Isabel spend playing hockey?
2 How does she feel about it?
3 What does she agree to do?

3 SPEAKING **Do you know anyone who spends all their free time training for something? Tell your partner.**

4 2.42 **In your notebook, complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.**

1 If you ? (leave) the team, we ? (not win) our next match.
2 I ? (not have) time to do anything else unless I ? (give up) hockey.
3 As soon as I ? (get) home tonight, I ? (change) into my hockey kit.
4 I ? (call) her when I ? (have) a minute.
5 Before I ? (decide), I ? (discuss) it with the rest of the team.

5 **Read the LANGUAGE FOCUS. Which is the most appropriate conjunction in sentences 1–5 below?**

LANGUAGE FOCUS

Future time and conditional clauses

- When you are talking about the future, you use the present tense after the conjunctions ***if***, ***when***, ***as soon as***, ***unless*** (=if not), ***before*** and ***after***.
  After *you get your own place, you'll need money to live.*
  You won't pass your exams ***unless*** *you do some work.*
- The clause with the conjunction can come before or after the main clause. When it comes before, you need a comma to separate the two clauses.

1 *When / If* school finishes today, I'll probably go straight home.
2 *As soon as / Unless* I get home, I'll change into my football kit.
3 I won't get into the school team *if / unless* I train hard.
4 *Before / If* I finish training, I'll do some shooting practice.
5 *After / Before* I finish training, I'll have a shower.

6 USE OF ENGLISH **In your notebook, complete the sentences by translating the part in Polish.**

1 You won't pass your exams ? (*chyba że zaczniesz powtarzać*) now.
2 I'll test you on your vocabulary ? (*kiedy dotrzemy do domu*).
3 ? (*Kiedy tylko zdam egzaminy*), I'm going to go on holiday.
4 I'll apply to university ? (*jak tylko otrzymam wyniki egzaminów*).
5 He thinks he'll do a gap year ? (*zanim pójdzie na studia*).

7 SPEAKING **In your notebook, complete the sentences with your own ideas. Then compare your sentences with a partner.**

1 When this term ends, …
When this term ends, I'll be very happy!
2 I'll stop studying English as soon as …
3 If I fail any of my end-of-school exams, …
4 Unless I keep up with my schoolwork, …
5 My parents will go mad unless …

Use of English page 130



5.7 WRITING

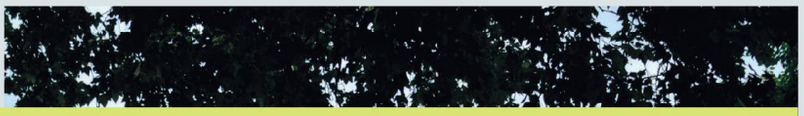
An enquiry

I can write a formal email requesting information.

1 **You want to do an English course in the UK. Read the ad. In your notebook, write down three questions you would like to ask about the school.**

Paddington School Online | Paddington School Group

LIVE CHAT | CONTACT US | BOOK NOW



PADDINGTON ENGLISH SCHOOL

Central London location, ideal for shops, art galleries and museums.

We offer English courses for all levels and all exams:

IELTS, TOEFL, CAMBRIDGE, PTE

Excellent teachers, competitive prices.

Contact us: call **+44 1632 960292**

or write to

enquiry@paddingtonenglish.co.uk



Dear Sir or Madam,

I am a seventeen-year-old Italian student, and I am writing to enquire about doing an English course at your school next summer. I am particularly interested in doing the Cambridge First Certificate exam. I got good marks in my English exam this year, and I think I am B2 level. Could you tell me how long I will need to study and how much it will cost?

I would also like to know if you can arrange accommodation for me. Could you tell me what kind of accommodation you provide, and how much it costs?

Finally, I would be grateful if you could send me details of how to book a course and how to pay for it.

I look forward to hearing from you.

Yours faithfully,

Analisa Bargellini

2 **Read Analisa's email of enquiry. Did she ask any of the questions you wrote down?**

3 **In your notebook, put the sentences summarising the email in the order they appear (1–3).**

a polite questions about the information you need
b what you would like the reader to do
c information about yourself and why you are writing the email

4 Read the WRITING FOCUS. Which phrases in purple from the email in Exercise 2 complete the examples correctly?

WRITING FOCUS

An enquiry

- Start the email with *Dear Mr* or *Mrs* and the person's surname. If you don't know the person's name, you use [1] *Dear Sir or Madam,*
- Don't use abbreviations or contractions. Use full forms: *I would* (NOT ~~*I'd*~~)/[2] ? (NOT ~~*I'm*~~)
- Use formal expressions to:
  - **a** say why you are writing the email: [3] ?
  - **b** ask for information: *I would also like to know if .../* [4] ?
  - **c** ask somebody to do something for you: *I would be grateful* [5] ?
  - **d** say that you expect a reply: *I look forward to* [6] ?
- Finish the email with *Yours sincerely* if you know the name of the person you're writing to, or [7] ? if you don't.

5 Read the LANGUAGE FOCUS. Find examples in the email in Exercise 2.

LANGUAGE FOCUS

Indirect questions

- You use indirect questions in formal letters and emails when you want to be more formal.
- Word order in indirect questions is the same as in a statement: subject + verb (+object).

  How long will I need to study and how much will it cost? → [1] ?

  What kind of accommodation do you provide and how much does it cost? → [2] ?
- When there is no question word in a direct question, you use *if* or *whether* in the indirect question.

  Can you arrange accommodation for me? → [3] ?

  Could you send me details of how to book a course? → [4] ?

6 Write the indirect questions in your notebook.

1 Does your school have a canteen? →
Could you tell me ? ?
2 Can my friend stay in with the same host family? →
I would like to know ? .
3 How far is the school from the nearest tube station? →
Could you tell me ? ?
4 How many students are there in a class? →
I would like to know ? .
5 Could you send me an application form? →
I would be grateful if ? .

7 In your notebook, rewrite the email so that it is more formal. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Hi,

I'm coming to London in July and I'd like to attend your school and improve my English. Please tell me how I can register with your school.

Do you have a space for me? I'm 17 years old and I'm from Spain. How much does it cost? I don't have anywhere to stay in London – can you help me with accommodation?

I hope you reply soon.

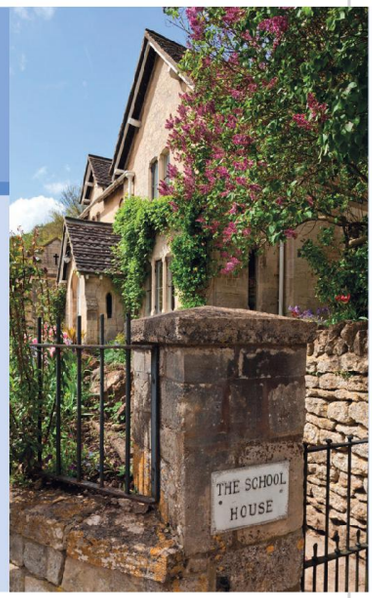
Thanks.

SHOW WHAT YOU'VE LEARNT

8 Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

ST JOHN'S SCHOOL

Study English in the beautiful, peaceful village of Amberley.
Small groups, experienced staff, excellent host-family accommodation.
For information about exams, fees and availability, please call +44 7700 900001 or write to Mary Johnson at mary@stjohn.ed



Chcesz uczyć się angielskiego w St John's School. Przeczytaj ogłoszenie i napisz do szkoły e-mail z prośbą o więcej informacji.

W swoim e-mailu:

- przedstaw się i wyjaśnij, w jakiej sprawie piszesz,
- opisz swój poziom języka angielskiego i zapytaj, jaki kurs byłby dla ciebie odpowiedni,
- poinformuj, jaki rodzaj zakwaterowania cię interesuje, i wyjaśnij dlaczego,
- poproś o informacje na temat najbliższej większej miejscowości i wyraź nadzieję, że przyjedziesz na kurs.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

Dear Sir or Madam,

I am a sixteen-year-old Polish student and I am writing …

5.8 SPEAKING

Giving an opinion • agreeing and disagreeing

I can express belief, opinion, agreement and disagreement politely.

1 SPEAKING **Why do some students choose to leave school early and not go to university? Discuss with a partner.**



2 2.43 **Listen to a dialogue between Tom and Susie. Look at the statements. Do Tom and Susie agree or disagree?**

1 Robert should leave school if he wants to be an actor.
2 He doesn't need to do A levels.
3 He might need to get a proper job.
4 Robert's good-looking and talented.
5 He should do his A levels first.

3 2.43 **Listen again. In which order do you hear these expressions?**

SPEAKING FOCUS

Giving an opinion

I think he …
I don't think it's … *1*
Personally, I think ...
I really believe ...
In my opinion, ...
If you ask me, …

Agreeing

I couldn't agree more.
That's a good point.

Disagreeing politely

I see what you mean, but …
That's true, but …
I'm not so sure.

Disagreeing

I totally disagree!
Oh come on! That's nonsense.

4 **Which response is appropriate?**

1 **A:** What do you think about single-sex schools?
B: *I don't think / Personally, I think* they're a good idea. It isn't normal to separate boys and girls.
2 **A:** If you ask me, I think we get too much homework.
B: *I'm not so sure. / I couldn't agree more.* I never have time to do sport or relax in the evenings.
3 **A:** I don't think my pronunciation is very good.
B: *I totally disagree. / I see what you mean, but* if you practise, I'm sure you'll improve.
4 **A:** I think the food in the school canteen is too expensive.
B: *Oh come on! That's nonsense. / That's a good point.* If you go to a restaurant in town, you'll pay much more.
5 **A:** In my opinion, it's a waste of time going to university – I want to get a job and earn some money.
B: *I totally disagree. / I couldn't agree more.* If you go to university, you'll get a much better job.

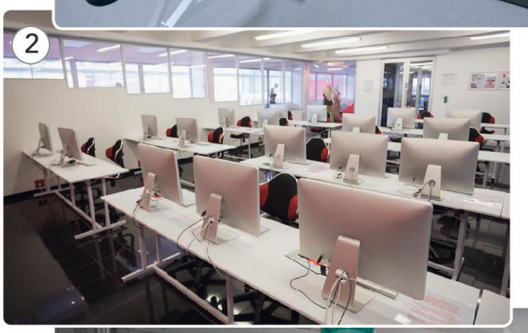
5 SPEAKING **Discuss the subjects in the box.**

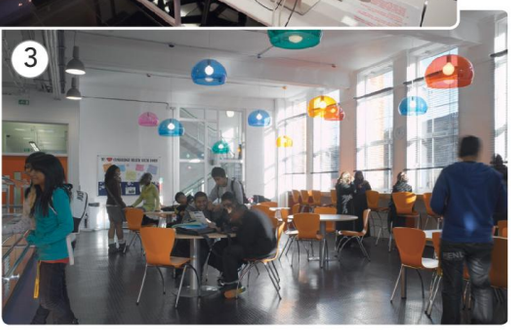
leaving school at sixteen
having extra lessons after school
learning by heart playing sport at school
wearing a uniform doing a gap year
skipping lessons

A: Ask what your partner thinks.
B: Give your opinion.
A: Agree or disagree and say why.

6 SPEAKING **Your school has received a donation of €5,000. Photos 1, 2 and 3 show three possible ways your school could spend the money. Follow the instructions below and present your choice to the class. Use the SPEAKING FOCUS to help you.**







1 Choose the option which, in your opinion, is the best for the school.
2 Support your choice with some reasons.
3 Explain why you have rejected the other options.

I think the school should spend the money on computers because …

I don't think the school should choose option ... because ...

5.1 Vocabulary 4.33

ability /əˈbɪlətɪ/ umiejętność
academic subject /ˌækəˌdemɪk ˈsʌbdʒɪkt/ przedmiot akademicki
after-school activity /ˌɑːftə ˌskuːl ækˈtɪvətɪ/ zajęcia pozalekcyjne
attend school/go to school /əˌtend ˈskuːl/ ˌgəʊ tə ˈskuːl/ uczęszczać/chodzić do szkoły
break up /ˌbreɪk ˈʌp/ skończyć naukę przed feriami
classmate /ˈklɑːsmeɪt/ kolega z klasy
compulsory /kəmˈpʌlsərɪ/ obowiązkowy
cope with /ˌkəʊp ˈwɪð/ radzić sobie z
curriculum /kəˈrɪkjʊləm/ program nauczania
do a degree /ˌduː ə dɪˈgriː/ zdobywać tytuł naukowy
do/take an exam /ˌduː/ˌteɪk ən ɪgˈzæm/ podchodzić/przystąpić do egzaminu
drop a subject /ˌdrɒp ə ˈsʌbdʒɪkt/ rezygnować z przedmiotu
elementary school /ˌeləˈmentərɪ skuːl/ szkoła podstawowa
entrance exam /ˈentrəns ɪgˌzæm/ egzamin wstępny
fail an exam /ˌfeɪl ən ɪgˈzæm/ oblać egzamin
finish school /ˌfɪnɪʃ ˈskuːl/ ukończyć szkołę
get a degree /ˌget ə dɪˈgriː/ zdobyć tytuł naukowy
get into university /ˌget ˌɪntə ˌjuːnəˈvɜːsətɪ/ dostać się na uniwersytet
get on well with /ˌget ɒn ˈwel wɪð/ być w dobrych stosunkach z
hand in homework /ˌhænd ˌɪn ˈhəʊmwɜːk/ oddać pracę domową
have a degree /ˌhæv ə dɪˈgriː/ mieć tytuł naukowy
keep up with /ˌkiːp ˈʌp wɪð/ nadążać za
learn by heart, memorise /ˌlɜːn baɪ ˈhɑːt/ ˈmeməraɪz/ uczyć się na pamięć
learn from mistakes /ˌlɜːn frəm mɪˈsteɪks/ uczyć się na błędach
leave school /ˌliːv ˈskuːl/ przerwać naukę w szkole
line up /ˌlaɪn ˈʌp/ ustawiać się w szeregu
make mistakes /ˌmeɪk mɪˈsteɪks/ popełniać błędy
mark homework /ˌmɑːk ˈhəʊmwɜːk/ oceniać zadanie domowe
miss/skip lessons /ˌmɪs/ˌskɪp ˈlesənz/ opuszczać lekcje
mixed-ability class /ˌmɪkst əˌbɪlətɪ ˈklɑːs/ klasa dla uczniów o różnym poziomie zaawansowania
move up /ˌmuːv ˈʌp/ przejść do kolejnej klasy/szkoły
Music /ˈmjuːzɪk/ muzyka (przedmiot szkolny)
pass an exam /ˌpɑːs ən ɪgˈzæm/ zdać egzamin
pay attention /ˌpeɪ əˈtenʃən/ uważać
PE /ˌpiː ˈiː/ WF (wychowanie fizyczne)
playground /ˈpleɪgraʊnd/ boisko szkolne
revise for an exam /rɪˌvaɪz fər ən ɪgˈzæm/ powtarzać materiał do egzaminu
school uniform /ˌskuːl ˈjuːnəfɔːm/ mundurek szkolny
secondary school /ˈsekəndərɪ skuːl/ szkoła średnia
set homework /ˌset ˈhəʊmwɜːk/ dać zadanie domowe
start school /ˌstɑːt ˈskuːl/ zacząć chodzić do szkoły
take a subject /ˌteɪk ə ˈsʌbdʒekt/ uczyć się przedmiotu
term /tɜːm/ semestr
timetable /ˈtaɪmˌteɪbəl/ plan lekcji
tuition fee /tjuˈɪʃən fiː/ czesne
university graduate /ˌjuːnəˈvɜːsətɪ ˈgrædʒuət/ absolwent wyższej uczelni

5.2 Grammar 4.34

be in favour of /ˌbi ɪn ˈfeɪvə əv/ być zwolennikiem
decent job /ˌdiːsənt ˈdʒɒb/ przyzwoita/ porządna praca
do a bungee jump /ˌdu ə ˈbʌndʒi ˌdʒʌmp/ skoczyć na bungee
gap year /ˈgæp jɪə/ rok przerwy przed rozpoczęciem studiów
get a lot out of sth /ˌget ə ˈlɒt aʊt əv ˌsʌmθɪŋ/ odnieść z czegoś dużą korzyść
go away /ˌgəʊ əˈweɪ/ wyjechać
go backpacking /ˌgəʊ ˈbækˌpækɪŋ/ wędrować z plecakiem
go/live abroad /ˌgəʊ/ˌlɪv əˈbrɔːd/ wyjechać za granicę / mieszkać za granicą
join a band /ˌdʒɔɪn ə ˈbænd/ dołączyć do zespołu (muzycznego)
part-time job /ˌpɑːt taɪm ˈdʒɒb/ praca na część etatu
schoolwork /ˈskuːlwɜːk/ zajęcia szkolne, nauka
waste /weɪst/ marnować, tracić

5.3 Listening 4.35

A levels /ˈeɪ ˌlevəlz/ egzamin kończący szkołę średnią w Wielkiej Brytanii
apply for (a place) /əˌplaɪ fər ə ˈpleɪs/ ubiegać się o (miejsce)
be positive /ˌbi ˈpɒzətɪv/ mieć pozytywne nastawienie
get a job /ˌget ə ˈdʒɒb/ dostać pracę
get a place at university /ˌget ə ˌpleɪs ət ˌjuːnəˈvɜːsətɪ/ dostać się na studia
get a tattoo /ˌget ə təˈtuː/ zrobić sobie tatuaż
get exhausted /ˌget ɪgˈzɔːstəd/ zmęczyć się, być wyczerpanym
get good grades /ˌget gʊd ˈgreɪdz/ dostać dobre oceny
get ill /ˌget ˈɪl/ zachorować
get into trouble /ˌget ˌɪntə ˈtrʌbəl/ wpaść w kłopoty
get nervous /ˌget ˈnɜːvəs/ zdenerwować się
get rid of sth /ˌget ˈrɪd əv ˌsʌmθɪŋ/ pozbyć się czegoś
get stressed about sth /ˌget ˈstrest əˌbaʊt ˌsʌmθɪŋ/ stresować się czymś
grade/mark /greɪd/mɑːk/ ocena
have a good time /ˌhæv ə gʊd ˈtaɪm/ dobrze się bawić
on your own /ˌɒn jɔːr ˈəʊn/ sam, samodzielnie, samotnie
revision /rɪˈvɪʒən/ powtórka materiału
schedule /ˈʃedjuːl/ harmonogram
take a break /ˌteɪk ə ˈbreɪk/ zrobić sobie przerwę
take it easy /ˌteɪk ɪt ˈiːzi/ nie przejmować się, nie przemęczać się
your fault /ˌjɔː ˈfɔːlt/ twoja wina

5.4 Reading 4.36

be an expert on /ˌbi ən ˈekspɜːt ɒn/ być expertem w
be/become a professor of /bi/bɪˈkʌm ə prəˈfesər əv/ być/zostać profesorem
bully /ˈbʊli/ prześladować, dręczyć
concentrate /ˈkɒnsəntreɪt/ skupiać się
condition /kənˈdɪʃən/ choroba
dream of /ˈdriːm əv/ marzyć o
encourage /ɪnˈkʌrɪdʒ/ zachęcać
get over a difficulty with the support of /ˌget ˌəʊvə əˈdɪfɪkəltɪ wɪθ ðə səˈpɔːt əv/ pokonać trudność dzięki wsparciu
have/find a passion for /ˌhæv/ˌfaɪnd ə ˈpæʃən fə/ mieć/odnaleźć zamiłowanie do
help sb to do sth /ˌhelp ˌsʌmbədi tə ˈduː ˌsʌmθɪŋ/ pomagać komuś coś zrobić
ignore /ɪgˈnɔː/ ignorować
learning disorders /ˈlɜːnɪŋ ˌdɪsˈɔːdəz/ zaburzenia procesu uczenia się
make fun of /ˌmeɪk ˈfʌn əv/ wyśmiewać się z
make the mistake of doing sth /ˌmeɪk ðə mɪˌsteɪk əv ˈduːɪŋ ˌsʌmθɪŋ/ popełnić błąd, robiąc coś
mentor /ˈmentɔː/ mentor
misunderstand /ˌmɪsʌndəˈstænd/ źle zrozumieć
struggle with /ˈstrʌgəl wɪð/ zmagać się z
visual thinker /ˌvɪʒuəl ˈθɪŋkə/ osoba myśląca obrazami

5.5 Grammar 4.37

background /ˈbækgraʊnd/ pochodzenie, środowisko
beanbag /ˈbiːnbæg/ poducha do siedzenia
blinds /blaɪndz/ żaluzje
bright /braɪt/ jasny
chill out /ˌtʃɪl ˈaʊt/ zrelaksować się
compete against /kəmˈpiːt əˌgenst/ rywalizować z
cushion /ˈkʊʃən/ poduszka
field trip /ˈfiːld trɪp/ szkolna wycieczka edukacyjna
first aid /ˌfɜːst ˈeɪd/ pierwsza pomoc
flexible /ˈfleksəbəl/ elastyczny, dający się dopasować
follow your own interests /ˌfɒləʊ jɔːr əʊn ˈɪntrəsts/ podążać za swoimi zainteresowaniami
manifesto /ˌmænɪˈfestəʊ/ manifest
nationwide /ˌneɪʃənˈwaɪd/ ogólnokrajowy
relevant /ˈreləvənt/ użyteczny, istotny
rigid /ˈrɪdʒəd/ sztywny, ścisły
school gate /ˌskuːl ˈgeɪt/ brama szkoły
scrape /skreɪp/ drapać, obcierać
swipe card /ˈswaɪp kɑːd/ karta magnetyczna
uncluttered /ˌʌnˈklʌtəd/ niezagracony

5.6 Use of English 4.38

cricket /ˈkrɪkɪt/ krykiet
give up /ˌgɪv ˈʌp/ zrezygnować z, rzucić
hockey /ˈhɒkɪ/ hokej na trawie
kit /kɪt/ strój
netball /ˈnetbɔːl/ netball (zespołowa dyscyplina sportowa podobna do koszykówki)
rugby /ˈrʌgbɪ/ rugby

5.7 Writing 4.39

application form /ˌæplɪˈkeɪʃən fɔːm/ formularz, podanie
arrange /əˈreɪndʒ/ zorganizować
availability /əˌveɪləˈbɪlətɪ/ dostępność
do a course /ˌduː ə ˈkɔːs/ zrobić/ukończyć kurs
enquire about /ɪnˈkwaɪər əˈbaʊt/ pytać o
grateful /ˈgreɪtfəl/ wdzięczny
provide /prəˈvaɪd/ zapewnić, dostarczyć
register (v) /ˈredʒəstə/ zapisać się
staff /stɑːf/ grono nauczycielskie

5.8 Speaking 4.40

donation /dəʊˈneɪʃən/ datek, darowizna
single-sex school /ˌsɪŋgəl seks ˈskuːl/ szkoła tylko dla chłopców/dziewcząt
waste of time /ˌweɪst əv ˈtaɪm/ strata czasu

FOCUS REVIEW 5

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Wybierz właściwy wyraz.

1 It is now harder for new college *classmates / experts / graduates* to find a good job than in the past.
2 I have to attend PE classes because PE is a/an *academic / after-school / compulsory* subject.
3 You'll learn more if you pay *attention / tuition fees / the bills* in classes.
4 Josh *skipped / dropped / took* the science class again. Is he going to get into trouble?
5 If they change the *curriculum / timetable / academic subjects*, we'll start lessons at 8.00 every day.
6 My father used to *bully / encourage / struggle* with Maths and Physics at school, but now he is an engineer.

2 Jakie wyrazy, których znaczenie podano w nawiasach, poprawnie uzupełniają tekst? Pierwsze litery brakujących wyrazów zostały podane.

The second [1]t[?] (*one part of an academic year*) was much worse for Barrett than the first one. He got a lot of poor [2]g[?] (*marks*) and he [3]f[?] (*didn't pass*) three tests. He says he got exhausted by all the [4]s[?] (*the work that a student does at school or at home*), but the truth is that he didn't concentrate enough on learning and [5]s[?] (*didn't attend*) the classes he wasn't keen on. If he wants to be successful in the final exams, he has to start [6]r[?] (*preparing for exams*) now.

3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania?

1 If I [?] (take) a gap year, I [?] (get) a lot of experience.
2 If Stella [?] (not hurry), we [?] (miss) the first lesson.
3 [?] (your parents/get) angry if you [?] (not get) into university?
4 He [?] (not pass) his exams if he [?] (not take) extra lessons.
5 I [?] (not/help) you with Maths if you [?] (not/help) me with English.

4 Które z opcji A–C są poprawne?

1 Any student [?] hasn't finished their homework, please see me after the lesson.
A who B which C where
2 This is the canteen [?] we eat our lunch.
A that B which C where
3 Students [?] only revise the night before an exam don't usually get good grades.
A who B which C where
4 It was a gap year [?] seemed to last forever.
A who B that C where
5 There are lots of schools in the world [?] don't have water or electricity.
A who B which C where
6 Oxford was the university [?] she did her degree.
A who B that C where

ŚRODKI JĘZYKOWE

Parafraza zdań; wybór wielokrotny

5 Która z podanych opcji A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?

WSKAZÓWKA
Ucząc się nowych słów, wyrażeń i struktur, staraj się zapamiętywać ich synonimy lub struktury o podobnym znaczeniu.

1 The head teacher will close the canteen unless the chef changes the menu.
A after the chef changes
B if the chef doesn't change
C before the chef changes

2 If you ask me, I think our school doesn't spend enough money on computers.
A That's true, but B In my opinion
C I agree that

3 I have to learn these maths rules by heart for tomorrow.
A memorise B explain C hand in

4 We will wear school uniforms when they become compulsory.
A before they become
B unless they become
C as soon as they become

5 It's a single-sex school for ambitious boys that offers the best learning conditions.
A which B where C who

6 X: I think that going to school every day is boring.
Y: That's true, but not all schools are the same.
A I see what you mean
B That's complete nonsense
C I couldn't agree more

6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

www.myblog.ev

Should I take a gap year?

I'll have to make an important decision [1] [?] the academic year ends. My parents want me to continue my studies at university, but I'd rather do something more adventurous. I like the idea [2] [?] a gap year. I want to study Spanish in the future, but I'd like to practise the language first so I'm thinking of going to South America and working with children [3] [?] can't read or write. I'm tired of a rigid timetable and all the schoolwork. I feel that a gap year [4] [?] me some freedom. My parents know that most of my classmates are going to go to university when they [5] [?] school. If they accept my decision, I'll go abroad for ten months. Could you tell me [6] [?] to convince them?

1	A while	B before	C unless
2	A of	B on	C at
3	A who	B which	C where
4	A give	B gives	C will give
5	A take off	B leave	C go
6	A what can I do	B what should I do	C what I should do

CZYTANIE

Uzupełnianie luk

7 Przeczytaj tekst i uzupełnij luki 1–4 w e-mailu do Matthew zgodnie z treścią przeczytanego tekstu. W każdą lukę należy wpisać maksymalnie trzy wyrazy w języku angielskim.

A school on every doorstep

In India there are 1.4 million children aged 6–11 who do not attend any school. That is why in 1988, two passionate teachers started a non-formal education project, *Door Step School*, for fifty children in a small slum in Mumbai. A year later the project turned into an official programme aiming to teach children to read and write.

At the beginning, the teachers walked from door to door looking for children who did not go to school, speaking to parents and asking them to send the children to their school. They arranged classrooms everywhere: in marketplaces, on pavements, at railway stations and even in a bus.

The idea spread very quickly to neighbouring communities. More and more teachers as well as volunteers decided to join the programme. Now, the *Door Step School* has a team of 1,000 teachers and volunteers in India and deals with over 70,000 students every year.

Since 1988, the teaching conditions in the *Door Step School* have changed a lot. Now, buses called *School on Wheels* serve as libraries and mobile classrooms with computers, TVs and DVD players. Apart from learning basic skills such as reading, writing and arithmetic, children also have lessons on hygiene, and health and safety.

From: Emma Clark

To: Matthew Jones

Subject: interesting article!

Hi Matthew,

I've just read a very interesting article. It's about the *Door Step School* – an educational initiative in India, which in 1989 became [1] ? . The idea came from [2] ? who wanted children from a small slum in Mumbai to learn how to read and write. It started with only fifty children but now the numbers of teachers, [3] ? involved in the project are much higher. Children also study new subjects and the teaching conditions are [4] ? those in 1988.

Really interesting! I can send you a link if you like.

Love, Emma

MÓWIENIE

8 Pracując w parach, wykonajcie zadanie.

Popatrz na zdjęcia A i B.
Przebywasz na stypendium w liceum w Anglii. Bierzesz udział w ankiecie dotyczącej najskuteczniejszych metod nauki przedmiotów ścisłych, takich jak fizyka.

- Wybierz zdjęcie, które twoim zdaniem przedstawia skuteczniejszą metodę, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





9 Pracując w parach, odpowiedzcie na pytania.

1 Some people say that Science should be the most important subject at school. Do you agree? Why?/ Why not?
2 What are the advantages of using computers for learning?

PISANIE

E-mail/List formalny

10 Wykonaj zadanie.

W czasie wakacji chcesz wziąć udział w 2-tygodniowym kursie fotografii w Wielkiej Brytanii, który co roku cieszy się dużym zainteresowaniem. Napisz e-mail do organizatorów.

W swoim e-mailu:

- przedstaw się i wyjaśnij, jaki kurs cię interesuje,
- opisz swoje dotychczasowe doświadczenia z fotografią,
- poproś o przysłanie informacji dotyczących zapisów i płatności,
- zapytaj, czy masz przesłać swoje portfolio oraz czy przewidywana jest wystawa zdjęć wykonanych przez uczestników.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

6 Just the job

Choose a job you love, and you will never have to work a day in your life.
Confucius

BBC

6.1 VOCABULARY

Jobs • collocations • describing jobs • phrasal verbs

I can use language related to job descriptions and types of work.

SHOW WHAT YOU KNOW

1 **In your notebook, complete the names of jobs below with suffixes *-er, -or, -ian, -ist* or *-ant*. Then add three more jobs.**

build ? account ? doct ? electric ? flight attend ?
hairdress ? shop assist ? swimming instruct ?
reception ? scient ? politic ? plumb ?

2 SPEAKING **In your notebook, complete the table with the jobs in Exercise 1. Then compare your ideas with a partner.**

Jobs I would be good at	Jobs I might or might not be good at	Jobs I would not be good at
?	?	?

3 **Read about four people's worst work experiences. Which job A–D do the people (1–4) do?**

A A postman/postwoman
B A shop assistant
C A cleaner in a factory
D A warehouse assistant

4 3.1 **Listen and check your ideas in Exercise 3. Who do you think had the worst work experience?**

5 3.1 **Answer the questions. Then listen again and check your answers.**

1 Who is self-employed now and rarely has a day off?
2 Who is always nice to people who bring the post?
3 Who was motivated to pass some exams and get a better job?
4 Who left a summer job because he/she got fired?

6 SPEAKING **Would you like to be your own boss? Why?/Why not? Tell your partner.**

FOCUS ON WORDS | Collocations

7 3.2 **In your notebook, complete the collocations with the words and phrases in red in the text and in Exercise 5. Then listen, check and repeat.**

Employment
1 **have** a full-time/*part-time* job
2 **apply for/resign from** ?
3 **be** employed/unemployed/ ?
4 **get** fired/ ?

Terms and conditions
1 **be** well paid/ ?
2 **do/work** overtime/ ? / ?
3 **work** indoors/ ?
4 **be** ?
5 **get/have/take** five weeks' paid holiday/ ?

8 **Which verbs from Exercise 7 complete the statements correctly?**

1 You can *be* self-employed.
2 You generally [?] outdoors.
3 You usually [?] long hours.
4 You sometimes have to [?] night shifts.
5 You [?] responsible for lots of workers.
6 You need a university degree to [?] for this job.

9 SPEAKING **Which statements in Exercise 8 could describe the jobs in Exercise 1? Discuss with a partner.**

FOCUS ON WORDS | Describing jobs

10 3.3 **Which of the underlined adjectives in the text complete the words in the list?**

1 difficult but interesting = c*hallenging*
2 makes you use original ideas = **creative**
3 difficult and needs a lot of energy = **demanding**
4 doing the same thing again and again = r[?]e
5 gives you satisfaction = **rewarding**
6 makes you feel nervous = s[?]l
7 makes you feel tired = **tiring**

REMEMBER THIS

you find sth challenging, tiring, etc. =
you think that sth is challenging, tiring, etc.

11 **Divide the adjectives in Exercise 10 into two categories: positive and negative. Some can be both, depending on the context.**

FOCUS ON WORDS | Phrasal verbs

12 3.4 **In your notebook, complete the phrasal verbs with the base form of the highlighted verbs in the text. Then listen, check and repeat.**

1 think of or produce sth = *come* **up with sth**
2 make sb not want or like sth = **put sb off sth**
3 tolerate sth/sb = [?] **up with sth/sb**
4 employ sb = **take sb on**
5 arrive = [?] **up**

13 SPEAKING **In your notebook, choose the correct particle and finish the sentences. Compare your ideas with a partner.**

In my ideal job …
1 … I turn *off* / *up* for work at …
2 … My employer only takes *on* / *up* people who …
3 … I'm not prepared to put *out* / *up* with …
4 … If I come *up* / *into* with a good idea, my boss …
5 … Nothing puts me *down* / *off* my work except …

What's your worst work experience?

We interviewed four people who run very successful companies. We wanted to find out about the jobs they did before they became their own bosses and we asked them about their worst work experiences.

1 EVA



- **applied for a job** during her school holidays
- **was badly paid**
- **worked long hours**
- didn't enjoy dealing with customers
- almost **got the sack** for offering a customer a bigger size

2 MARCUS



- **had a part-time job**
- **was responsible for** washing the machines
- didn't find the job challenging
- put up with a horrible smell

3 CHRIS



- **worked night shifts**
- found the job boring and repetitive
- had to stand for hours
- had two managers who came up with different tasks at the same time

4 AMY



- had to get up very early
- couldn't turn up for work one minute late
- **worked outdoors**
- had to answer difficult questions and found it really stressful

6.2 GRAMMAR

Second Conditional

I can use the Second Conditional to describe hypothetical results of a current action.

1 SPEAKING **How can students earn money in your country. In your notebook, make a list of part-time jobs. Which jobs would you like/not like to do? Why? Discuss with a partner.**

2 **Look at the questionnaire. Decide which answers are best for you and find out what your ideal part-time job is.**

Your ideal part-time job

1 If I **had** a day off tomorrow, I'**d spend** the day with a friend. We'd ...
A go swimming. B watch films at home. C go shopping.

2 If I won the lottery, I'd give some money to a charity. I'd choose ...
A Free Sport for Everyone. B Save the Children.
C Love Eco Fashion.

3 If I had to describe myself in six words, it would be easy. I'd say ...
A I love walking by the sea. B I want to help other people.
C I like spending time in shops.

4 If I needed money, I'd get a part-time job ...
A in a sports centre. B at home. C in a shop.

5 If I was super rich, I'd live in a big house ...
A near a beach. B with all my family. C in the city centre.

What your score means

Mainly As = Your ideal part-time job is outside, possibly something connected with sport, e.g. a lifeguard or a skiing instructor.
Mainly Bs = You would be good at caring for people, e.g. a babysitter or a carer for elderly people.
Mainly Cs = Your ideal part-time job is in retail, e.g. a shop assistant or a beautician.

3 **Read the GRAMMAR FOCUS. Which Second Conditional forms in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS

Second Conditional

- You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation → result
***if* + Past Simple** ***would/wouldn't* + verb**

If I [1] [?] *a day off tomorrow, I* [2] [?] *the day with a friend.*
(but I don't have a day off tomorrow so I won't spend the day with a friend)
If I was super rich, I'd live in a big house.

Note:

- ***'d = would***
- ***If I/he/she/it were*** ... is more formal than ***If I/he/she/it was*** ...
  If he were rich, he wouldn't work.
  If I were you, I'd get a summer job.

4 **In your notebook, write the correct Second Conditional form of the verbs in brackets.**

1 If everybody *went* (go) to university, nobody *would want* (want) to do manual jobs.
2 There [?] (not be) so much traffic if more people [?] (work) from home.
3 Family relationships [?] (improve) if parents [?] (take) more time off work.
4 If people [?] (retire) at fifty, there [?] (be) more jobs for young people.
5 The world [?] (be) a better place if everybody [?] (have) a job.

5 SPEAKING **Do you agree with the statements in Exercise 4? Discuss with a partner.**

6 **In your notebook, rewrite these real situations as imaginary situations. Begin each sentence with *if*.**

If I had a part-time job, I'd earn money.



1 I don't have a part-time job, so I don't earn money.
2 I don't earn money, so I don't go out.
3 I don't go out, so I don't meet new people.
4 I don't meet new people, so my life is boring.
5 My life is boring, so I'm not happy.
6 I'm not happy, so I need a part-time job.

7 **In your notebook, complete the sentences with the correct form of the verbs in brackets and your own ideas.**

1 If I *wanted* (want) advice about getting a job, I'*d ask my uncle*.
2 If I [?] (need) to borrow some money, I [?] .
3 If I [?] (can) work anywhere in the world, I [?] .
4 If I [?] (not have) a phone, I [?] .
5 If I [?] (be) an animal, I [?] .
6 If I [?] (not have to) study, I [?] .

8 SPEAKING **In your notebook, write questions about the imaginary situations in Exercise 7. Then ask and answer the questions as in the example.**

A: If you wanted advice about getting a job, who would you ask?
B: I'd ask ...

FOCUS VLOG About dream jobs

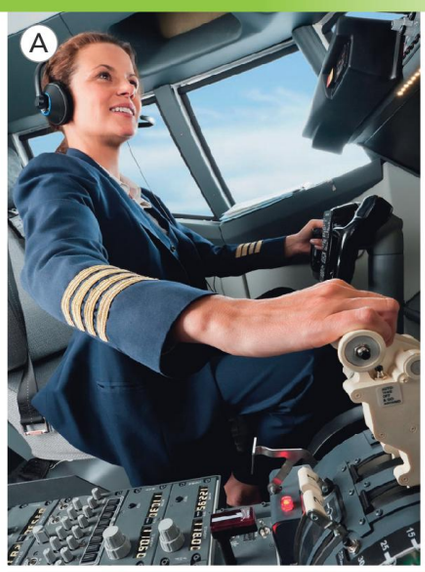
3.5 **Listen to the Focus Vlog. What are the speakers' dream jobs? Write the answers in your notebook.**

Grammar page 131

6.3 LISTENING

Gap fill

I can understand the main points of a conversation about a familiar topic.







1 SPEAKING **Look at the photos A–C. What kind of person do you have to be to do these jobs? Tell your partner. Use the adjectives below or your own ideas.**

ambitious brave caring clever energetic practical responsible sensible serious kind

2 3.6 **Listen to a dialogue between Sophie and her aunt Mary and answer the questions.**

1 What does Sophie want to do when she leaves school?
2 Why does Mary think that Sophie would make a good airline pilot?
3 What does Mary like about her job?
4 How long does it take to become a captain?
5 What are some of the downsides to being an airline pilot?

LISTENING FOCUS Gap fill

3 3.6 **Listen to the dialogue again and complete the information with 1–3 words.**

1 Around ? of airline pilots are male.
2 Mary thinks Sophie should go to ? before going to ? school.
3 Mary gets ? with all the people she works with.
4 Sophie and Mary don't ? very often.
5 If Mary ?, she would find it difficult to do the job.

FOCUS ON WORDS | Collocations

4 3.7 **In your notebook, complete the collocations with the words in the box. Then listen, check and repeat.**

degree home off people eyesight training

Airline pilots must …
1 **do** long and expensive ? .
2 have a **university** ? .
3 **get on well with** ? .
4 **have** excellent ? .
5 spend a lot of time **away from** ? .

Airline pilots can't …
6 choose when they **take time** ? .

5 SPEAKING **Would you like to be an airline pilot? Why?/Why not? Tell your partner. Use the collocations in Exercise 4 to help you.**

PRONUNCIATION FOCUS

6 3.8 **Listen and repeat the words. Which syllable is stressed in each word?**

1	journalist	receptionist	specialist
2	beautician	electrician	musician
3	carpenter	instructor	interpreter
4	engineer	photographer	secretary

7 **Which word in each group has one more syllable than the other words?**

FOCUS ON WORDS | Jobs

8 3.9 **In your notebook, complete the compound nouns with the words in the box to make job names. Then listen, check and repeat.**

~~bus~~ driving estate office shop skiing taxi travel

1 bus/? **driver**
2 ? / ? **agent**
3 ? / ? **assistant**
4 ? / ? **instructor**

6.4 READING

Gapped text

I can make basic inferences from simple information in a short text.

1 What are you like? Use the adjectives in the box to finish the sentences.

1 I'm … 2 I'm sometimes … 3 I'm not …

active adventurous caring friendly funny hard-working independent optimistic quiet responsible sensible sociable

2 SPEAKING Follow the instructions to complete the task.

1 Choose three adjectives in Exercise 1 or your own ideas to describe your partner's personality.
2 Read the article quickly and decide which personality type best describes your partner.
3 Check if your partner agrees.

3 Choose the best title for the article.

1 There's more to a job than a good salary
2 Career choices for your personality type
3 Personality test: what job would make you happiest?

READING FOCUS Gapped text

4 Read the text again. Which sentences A–F complete gaps 1–4 correctly? There are two extra sentences.

A Reading is your favourite way to learn new knowledge.
B You stay positive even when you have to deal with difficult situations.
C When there's a problem, you quickly understand the causes, and solve it.
D You think about things for a long time before you make a decision.
E You're good at making decisions and people trust you.
F You make good business investments.

Are you thinking about careers
and what kind of job you'd like in the future?

It will help if you ask yourself the question: 'What am I like?'. Some jobs are more suitable for you than others. We've matched jobs to seven different personality types.

3.10

The Leader



When you go out with friends, you're the person who decides where to go. [1] ? At work and in your social life, you love organising people and projects. At work, you're a good **problem-solver** and you enjoy dealing with challenging jobs. You like to be your own boss.

JOBS: businessperson, judge, politician

The Artist



You love to be creative. You're quiet, easy-going and peaceful. You don't like stressful situations and you avoid arguments. You're friendly and caring, and you like spending time with family and close friends, but you also need your personal space. You're a **nature lover** and you enjoy being outdoors. You prefer jobs where you make things.

JOBS: musician, designer, writer

The Doer



You're very sociable and you have a wide circle of friends who think you're funny, friendly and charming. You're very active and good at encouraging other people. You're always optimistic. [2] ? You're adventurous and competitive, and you take risks if necessary.

JOBS: police officer, sales representative, ski instructor

FOCUS ON WORDS | Compound nouns

5 3.11 **In your notebook, complete the definitions with the words in blue in the text. Then listen, check and repeat.**

1 solves problems = ?
2 makes decisions = ?
3 develops software = ?
4 loves nature = ?
5 fights the fire = ?
6 works for social services = ?

6 **Which compound nouns in Exercise 5 complete the sentences correctly?**

1 Claire's mum is the ? in her family. She's a very quick thinker.
2 Dan isn't a ? . He gets bored in the country and prefers to be in the city.
3 Edith is a brilliant ? . No problem is too difficult for her.
4 Fred knows a lot about computers and the Internet. I think he'd be a good ? .
5 Graham wants to be a ? . He's a caring person and would be good at it.
6 Helen's ambition is to be a ? . She's adventurous and practical.

7 **Replace the names in Exercise 6 with the names of your classmates. Then compare the sentences with a partner.**

8 SPEAKING **Make predictions about your future life and career five, ten and twenty years from now. Discuss the questions.**

1 Where will you live?
2 Who will you live with?
3 What job will you have?

FOCUS ON WORDS | Word families

9 3.12 **In your notebook, complete the table with adjectives. Mark the stress. Then listen, check and repeat.**

NOUN	VERB	ADJECTIVE
1 ambition	–	?
2 charm	charm	?
3 competition	compete	?
4 peace	–	?
5 determination	–	?
6 logic	–	?
7 reliance	rely (on)	?

The Thinker



You're quiet and analytical. You enjoy spending time alone and coming up with solutions to problems. You're successful in careers where you have a lot of independence. Careers in science suit your personality.

JOBS: mathematician, scientist, **software developer**

The Mechanic



You're attracted to new experiences. You're the kind of person who goes motorcycling, bungee jumping, surfing. You enjoy having time to think alone, and you're very independent. You're logical and practical and you want to understand how things work. [3] ?

JOBS: engineer, **fire-fighter**, pilot

The Strategist



You are the kind of person who is ambitious and you plan to achieve your goals. You're determined and self-confident. You work well under stress – you're a quick thinker and a good **decision-maker**. You never stop learning. [4] ?

JOBS: company director, doctor, military leader

The Carer



You're reliable, responsible and sensible. You're the person who helps friends when they have a problem, because you're caring and you're a good listener. For this reason, you often work in the healthcare sector. You're very organised, you enjoy planning and you don't mind doing repetitive jobs with long hours and a lot of responsibilities.

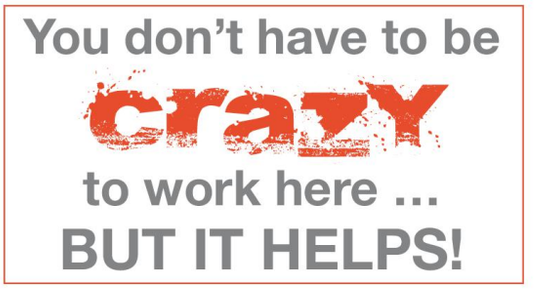
JOBS: nurse, **social worker**, teacher

6.5 GRAMMAR

Modal verbs for obligation and permission

I can express obligation, necessity and absence of obligation.

1 SPEAKING **What is the meaning of the saying? What kind of jobs do you think it describes? Discuss with a partner.**



2 3.13 **Listen to three people talking about their jobs. Which options in sentences 1–3 are correct?**

1 Jonnie is in *the food industry* / *IT*.
2 Erica works for *a fashion magazine* / *a clothes shop*.
3 Sam works *in an office* / *from home*.

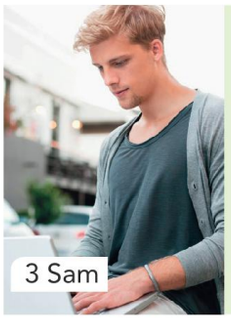
3 3.13 **Decide which modal verbs describe Jonnie's, Erica's and Sam's working conditions. Then listen again and check.**


1 Jonnie

- He [1] *has to* / *doesn't have to* wear the company T-shirt.
- He [2] *can* / *can't* eat at his desk.
- He [3] *must* / *mustn't* take his laptop into the canteen.


2 Erica

- She [4] *has to* / *doesn't have to* work very long hours.
- She [5] *needs to* / *doesn't need to* wear designer clothes or a suit.


3 Sam

- He [6] *needs to* / *doesn't need to* get up early.
- He [7] *can* / *can't* go for a run when he wants a break.
- He [8] *must* / *mustn't* remember to have a shave before his conference call tonight.

4 **Read the GRAMMAR FOCUS. Which modals in blue in the text complete the table correctly?**

GRAMMAR FOCUS

Modal verbs for obligation and permission

You use ***must***, ***need to***, ***have to*** and ***can*** to talk about obligation and permission.

Necessary	Not necessary	Permitted	Not permitted
• have to/has to • need to/ [1] ? • must	• don't have to/ [2] ? • don't need to/ doesn't need to/ needn't	[3] ?	• can't • [4] ?

Note:

You usually use ***have to*** (NOT ~~*must*~~) and ***can't*** (NOT ~~*mustn't*~~) to talk about rules or arrangements:
*I **have to** work very long hours.* (NOT ~~*must*~~) but
*I **must** remember to shave.* (NOT ~~*have to*~~)

5 **In your notebook, complete the sentences with *mustn't* or *needn't*.**

1 a You *needn't* rush – you've got plenty of time.
b You *mustn't* rush – it's important to be 100 percent accurate.
2 a You ? go – you can stay if you want.
b You ? go – we haven't finished yet.
3 a You ? tell her – it's a secret between you and me.
b You ? tell her – she already knows everything.
4 a You ? eat that – you can leave it if you want.
b You ? eat that – it's really bad for you.

6 **Complete these questions in your notebook. Use *have to* or *can* and *you*. Then answer the questions.**

1 *Do you have to* wear a uniform?
2 ? call your teachers by their first name?
3 ? use your mobile phones in class?
4 ? take end-of-term tests in each subject?
5 ? change classrooms for each lesson?
6 ? leave school before you are eighteen?

7 **In your notebook, write a sentence with *has to* and a sentence with *doesn't have to* for each job. Use the phrases in the box or your own ideas.**

be fit be good at maths have a degree
have a driving licence have good eyesight
speak English wear a uniform work at the weekend

1 A police officer ? .
2 A secondary school teacher ? .
3 A bus driver ? .
4 An airline pilot ? .
5 An accountant ? .
6 A tourist guide ? .

1 A police officer has to wear a uniform.
A police officer doesn't have to be good at maths.

8 SPEAKING **Think of three people you know with different jobs. In your notebook, write similar sentences to those in Exercise 7. Tell your partner about each person.**

Grammar page 132

6.6 USE OF ENGLISH

Adjectives ending in *-ed* and *-ing*

I can form adjectives from verbs and nouns with -ed and -ing.

1 SPEAKING **Read UK TODAY. Discuss the questions.**

1 What is work experience and why is it useful?
2 Can Polish students do work experience at school?
3 If you could do work experience, what would you do and why?

UK TODAY

Did you know that nearly all 15- or 16-year-old students in the UK do work experience before they leave school?

What is work experience?

- 1–3 weeks off school working full-time for a local employer.

What are the benefits of work experience?

- It teaches useful work skills.
- It makes you think about possible careers.
- It develops self-confidence and communication skills.



2 3.14 **Listen to Sharon and Adam talking to their teacher about their work experience. Then answer the questions with *Sharon* or *Adam*.**



Who …

1 had a disappointing time?
2 is excited about his/her future career?
3 was embarrassed because he/she turned up for work in the wrong clothes?
4 got encouraging feedback when he/she finished something?
5 thinks you learn things if the work is challenging?

3 **Read the LANGUAGE FOCUS. In your notebooks, complete the adjectives with *-ed* or *-ing* in comments 1–7 from the conversation.**

LANGUAGE FOCUS

Adjectives ending in *-ed* and *-ing*

- You form pairs of *-ed* and *-ing* adjectives from verbs: confuse → *I was confused. The situation was confusing.*
- ***-ed*** adjectives describe how people feel. *I'm excited about my future. I was bored most of the time.*
- ***-ing*** adjectives describe the thing (or person) that causes the feeling. *Did you do interesting jobs? He was very encouraging.*

Note: Some ***-ed*** adjectives do not have ***-ing*** equivalents. e.g. *ashamed, delighted, relieved.*

1 I'm **reliev** ? .
2 I had a really **reward** ? time.
3 That's **amaz** ? !
4 I was really **embarrass** ? because everyone else was in jeans.
5 It was very **confus** ? .
6 I was **bor** ? most of the time.
7 It sounds like you had a very **satisfy** ? experience.

4 3.14 **Listen again and check your answers in Exercise 3.**

5 USE OF ENGLISH **Decide which sentence A, B or C completes the dialogue correctly.**

1 **X:** Why are you going to bed so early? **Y:** ?
A Because it's very tiring.
B Because I'm very tiring.
C Because I've had a very tiring day.

2 **X:** She always turns up late when we meet. **Y:** ?
A I know, it's so annoying!
B Really? I'm so relieved!
C Oh no, I feel so ashamed!

3 **X:** Did your mum like her birthday present? **Y:** ?
A She was encouraging.
B She was delighted.
C She was amazing.

4 **X:** I can't stand this wet weather. **Y:** ?
A Yes, it's really depressing.
B Yes, I'm really depressed.
C Yes, I'm really depressing.

6 SPEAKING **In your notebook, write questions using beginning 1 or 2 and an appropriate adjective in the box or your own ideas. Then ask and answer the questions as in the example.**

bored/boring disgusted/disgusting
exhausted/exhausting inspired/inspiring
moved/moving shocked/shocking

1 When was the last time you were …?
2 When was the last time you thought that something/someone was …?

A: When was the last time you were exhausted?
B: I think it was after PE yesterday. We did cross-country and I hate running!

Use of English page 133

6.7 WRITING

A job application

I can write a basic letter of application.

1 Read the job advert and answer the questions.

1 What kind of job is it advertising?
2 Is it a permanent job?
3 Is it a well-paid job?
4 How old do you have to be to apply?
5 What characteristics should the candidate have?
6 What are the working hours?

ARE YOU LOOKING FOR A
SUMMER JOB?

JOHNSON'S BUILDERS REQUIRES
an office helper – €10 per hour

ARE YOU
• 16 or over? • reliable and hard-working? •
• friendly and willing to learn? •



WE OFFER
• excellent conditions • flexible hours •
• a chance to learn office skills •

NO PREVIOUS EXPERIENCE NECESSARY!

2 Imagine you want to apply for a job. Which five pieces of information should you include in your application letter?

- Say where you saw the advert.
- Say what you are doing now.
- Say how you intend to spend your salary.
- Give reasons why you are interested in the job.
- Mention any relevant work experience.
- Say why you liked or didn't like previous jobs.
- Say when you are available for interview.
- Warn them not to call you at certain times.

3 Read the letter of application. Check your ideas in Exercise 2. Which three sentences are NOT appropriate?

Dear Sir or Madam,

With **reference to** your advertisement in yesterday's *Devonshire Times*, I would like to **apply for** the position of office helper. **At the moment**, I am in my final year at school, and I will be available to start work from 1st June. I really need this job because I want to earn some money to go on holiday.

I am **particularly interested in** your company because I hope to study architecture at university. I **attach my CV** for your information. As you will see, I worked on a building site last summer. It was a bit hard, but I got a really good suntan.

I do not have much experience of office work, but I am a fast learner. I have good communication skills and I enjoy working as part of a team. **For these reasons**, I feel I would be a suitable candidate for the job you are advertising.

I can be available for interview **at any time**. I have listed my contact details on my CV. Please don't call me before ten o'clock in the morning.

I look forward to hearing from you.

Yours faithfully,

Richard Dawson

4 Read the WRITING FOCUS. Which phrases in purple in the letter in Exercise 3 complete the examples correctly?

WRITING FOCUS

A job application

- Say where you saw the advert
  I am writing in connection with your advertisement in …/
  With [1] *reference to your advertisement in …*
- Say why you are writing
  I am writing to express my interest in the position of …/
  I would like to [2] ? *the position of …*
- Say what you are doing now
  Currently, I am …/At [3] ? *, I am …*
- Give reasons why you are interested in the job
  I found your advertisement very interesting because …/
  I am [4] ? *your company because …*
- Mention your CV and any relevant work experience
  I have some experience of …/I worked for … as …/
  I [5] ? *for your information.*
- Give reasons why you are a suitable candidate for the job
  I would be a suitable candidate for the job because …/
  [6] ? *, I feel I would be a suitable candidate for the job you are advertising.*
- Say when you are available for interview
  I can be available for interview [7] ? .

5 **In your notebook, complete the sentences from a job application with phrases in the WRITING FOCUS.**

1 I am writing in ? with the advertisement on your website.
2 I am writing to express my ? in the position of waiter.
3 I have some ? of working in a busy restaurant.
4 I found your ? interesting because I would like to work outside.
5 I would be a ? candidate for the job because I learn very quickly.
6 I can be ? for interview after 17 July or any weekend.

6 **Read the advert below and sentences 1–6 from different candidates. Are the people right or wrong for the job? Discuss with a partner.**



1 At present I'm taking swimming lessons. I take my level 1 test in July. I'm confident that I'll succeed.
2 I believe I possess the right skills for the job because I worked on Wild West Summer Camps last year.
3 My spoken English requires some improvement, but I can sing English pop songs.
4 I have experience of working in summer camps, and I've had many opportunities to practise putting up tents.
5 I think I'm a suitable candidate for the job. I'm available for work from 15th August, after my summer holiday.
6 While I was working as a swimming instructor last summer, I obtained a certificate in first aid.

7 **Read the LANGUAGE FOCUS. In your notebook, complete the examples with the underlined phrase in Exercise 6.**

LANGUAGE FOCUS

Formal language in a job application letter

Formal	Informal
1 *I possess*	*I've got*
2 ?	*the right person*
3 ?	*free*
4 ?	*I've worked on*
5 ?	*plenty of chances*
6 ?	*I got*
7 ?	*At the moment*
8 ?	*I'm sure*
9 ?	*do well*
10 ?	*needs*

8 **In your notebook, make the sentences more formal. Which of these sentences could you truthfully include in a letter of application?**

1 I got top marks in my English exams at the end of last term.
2 I hope to have plenty of chances to travel in my future career.
3 At the moment I'm doing part-time work in a restaurant.
4 I believe that I am the right person for a job in sales and marketing.
5 I'm sure that I've got good communication skills and can work well in a team.

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Zainteresowało cię ogłoszenie z zadania 6 zamieszczone w International Student Times. Napisz do Rossa Fielda podanie o pracę, które wyślesz drogą mailową.

W swoim podaniu:

- napisz, skąd wiesz o tej o ofercie pracy,
- poinformuj, co teraz robisz i dlaczego interesujesz się tą pracą,
- opisz swoje doświadczenie zawodowe,
- napisz, kiedy możesz przyjść na rozmowę kwalifikacyjną.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość podania powinna wynosić od 80 do 130 słów.

Dear Mr Field,

I am a sixteen-year-old Polish student and I am writing …

6.8 SPEAKING

Asking for and giving advice

I can ask for and give advice on jobs and solving problems.

1 SPEAKING **Read *Modelling – some facts* and discuss the questions.**

1 What does it mean to be 'scouted'?
2 How do you know if a model agency is a good one?
3 Are you tall enough to be a model?



MODELLING – *some facts*

- Talent scouts go out in public to look for new models for their agency.
- Famous UK model, Kate Moss, was scouted at JFK airport in New York when she was 14.
- Models aged 16–18 in the UK should work part-time and be in full-time education.
- Good model agencies belong to the AMA (Association of Modelling Agents).
- Female models are usually at least 1.73 m and male models are 1.83 m tall.

2 3.15 **Listen to Zoe asking her friend Luke about doing modelling. Are statements 1–3 true or false?**

1 Luke enjoyed doing modelling.
2 He doesn't think Zoe should go to the agency.
3 Zoe is going to take Luke with her to the agency.



3 3.15 **Listen again. Which expressions in the SPEAKING FOCUS can you hear?**

SPEAKING FOCUS

Asking for advice
What do you think I should do?
Do you have any tips on what to …?
Do you have any ideas about how to …?

Giving advice
You should …
I think you should …
I don't think you should …
Why don't you …?
My best advice would be to …
It's a good idea to …
If I were you, I'd …

Accepting advice
Thanks, that's really helpful.
That's great advice. Thanks!
That's a good idea!

Rejecting advice
I'm not sure that's a good idea.

4 **In your notebook, match the sentence halves to give useful advice to somebody preparing for a job interview.**

1 I think you should
2 I don't think you should
3 My best advice would
4 It's a good idea
5 If I were you,

a be nervous.
b do some research.
c be to be on time.
d I'd just be yourself.
e to prepare some questions.

5 3.16 **Listen, check and repeat the advice in Exercise 4.**

6 **Look at the statements below. What advice would you give in each case? Make notes in your notebook.**

1 I want to stay fit.
2 It's my mother's birthday soon.
3 I need some new clothes, but I haven't got any money.
4 I want to watch a good film.
5 I can't wake up in the mornings.

7 SPEAKING **Follow the instructions below to make dialogues. Use your notes in Exercise 6 and the SPEAKING FOCUS to help you.**

Student A: Choose a problem in Exercise 6 and tell Student B about it.
Student B: Give Student A some advice.

6.1 Vocabulary 4.41

apply for a job /əˌplaɪ fər ə ˈdʒɒb/ ubiegać się o pracę
be badly paid /bi ˌbædli ˈpeɪd/ źle zarabiać
be employed/self-employed /ˌbi ɪmˈplɔɪd/ ˌself ɪmˈplɔɪd/ być zatrudnionym/ samozatrudnionym
be responsible for /ˌbi rɪˈspɒnsəbəl fə/ być odpowiedzialnym za
be unemployed /ˌbi ʌnɪmˈplɔɪd/ być bezrobotnym
be well-paid /ˌbi ˌwel ˈpeɪd/ dobrze zarabiać
challenging /ˈtʃælɪndʒɪŋ/ wymagający, stanowiący wyzwanie
come up with /ˌkʌm ˈʌp wɪð/ wymyślić
creative /kriˈeɪtɪv/ kreatywny
demanding /dɪˈmɑːndɪŋ/ wymagający
do/work long hours /ˌduː/ˌwɜːk lɒŋ ˈaʊəz/ pracować do późna
do/work night shifts /ˌduː/ˌwɜːk ˈnaɪt ʃɪfts/ pracować na nocnych zmianach
do/work overtime /ˌduː/ˌwɜːk ˈəʊvətaɪm/ pracować w godzinach nadliczbowych
employ (v) /ɪmˈplɔɪ/ zatrudnić
employer /ɪmˈplɔɪə/ pracodawca
full-time job /ˌfʊl ˌtaɪm ˈdʒɒb/ praca na pełen etat
get fired/get the sack /ˌget ˈfaɪəd/ˌget ðə ˈsæk/ zostać wylanym z pracy
get/have/take a day off /ˌget/ˌhæv/ˌteɪk ə deɪ ˈɒf/ dostać/mieć/wziąć dzień wolny
get/have/take five weeks' paid holiday /ˌget/ˌhæv/ˌteɪk faɪv wiːks ˌpeɪd ˈhɒlədi/ dostać/mieć/wziąć pięć tygodni płatnego urlopu
have a job /ˌhæv ə ˈdʒɒb/ mieć pracę
part-time job /ˌpɑːt taɪm ˈdʒɒb/ praca na część etatu
put sb off sth /ˌpʊt ˈsʌmbɒdi ɒf ˈsʌmθɪŋ/ zniechęcić kogoś do czegoś
put up with /ˌpʊt ˈʌp wɪð/ znosić, wytrzymywać
repetitive /rɪˈpetətɪv/ monotonny
resign from a job /rɪˌzaɪn frəm ə ˈdʒɒb/ zrezygnować z pracy
rewarding /rɪˈwɔːdɪŋ/ satysfakcjonujący
run a business/company /ˌrʌn ə ˈbɪznəs/ ˈkʌmpəni/ prowadzić firmę
stressful /ˈstresfəl/ stresujący
take sb on /ˌteɪk ˌsʌmbədi ˈɒn/ zatrudnić kogoś
tiring /ˈtaɪərɪŋ/ męczący
turn up /ˌtɜːn ˈʌp/ pojawić się
work experience /ˈwɜːk ɪkˌspɪəriəns/ doświadczenie zawodowe, praktyka
work indoors/outdoors /ˌwɜːk ɪnˈdɔːz/ aʊtˈdɔːz/ pracować wewnątrz / na świeżym powietrzu

6.2 Grammar 4.42

babysitter /ˈbeɪbiˌsɪtə/ opiekun do dziecka
carer /ˈkeərə/ opiekun osób starszych
lifeguard /ˈlaɪfgɑːd/ ratownik
retail /ˈriːteɪl/ sprzedaż detaliczna
retire /rɪˈtaɪə/ przejść na emeryturę
take time off /ˌteɪk taɪm ˈɒf/ wziąć wolne
work from home /ˌwɜːk frəm ˈhəʊm/ pracować w domu, pracować zdalnie
work outside /ˌwɜːk aʊtˈsaɪd/ pracować na zewnątrz

6.3 Listening 4.43

airline pilot /ˈeəlaɪn ˌpaɪlət/ pilot samolotów pasażerskich
ambitious /æmˈbɪʃəs/ ambitny
away from home /əˌweɪ frəm ˈhəʊm/ z dala od domu
beautician /bjuːˈtɪʃən/ kosmetyczka (zawód)
benefit /ˈbenəfɪt/ korzyść
brave /breɪv/ odważny
bus driver /ˈbʌs ˌdraɪvə/ kierowca autobusu
carpenter /ˈkɑːpəntə/ stolarz
clever /ˈklevə/ bystry
do training /ˌduː ˈtreɪnɪŋ/ przechodzić szkolenie
driving instructor /ˈdraɪvɪŋ ɪnˌstrʌktə/ instruktor jazdy samochodem
electrician /ɪˌlekˈtrɪʃən/ elektryk
energetic /ˌenəˈdʒetɪk/ energiczny
engineer /ˌendʒəˈnɪə/ inżynier
estate agent /ɪˈsteɪt ˌeɪdʒənt/ agent nieruchomości
get on well with people /ˌget ˌɒn ˈwel ˌwɪθ ˌpiːpəl/ dogadywać się z ludźmi, żyć w dobrych stosunkach z ludźmi
have excellent eyesight /hæv ˈeksələnt ˌaɪsaɪt/ mieć doskonały wzrok
interpreter /ɪnˈtɜːprətə/ tłumacz
journalist /ˈdʒɜːnələst/ dziennikarz
lifeguard /ˈlaɪfgɑːd/ ratownik
male-dominated job /ˌmeɪl ˌdɒmɪneɪtɪd ˈdʒɒb/ zawód zdominowany przez mężczyzn
manual job /mænjuəl ˈdʒɒb/ praca fizyczna
musician /mjuːˈzɪʃən/ muzyk
office /ˈɒfəs/ biuro
office assistant /ˈɒfəs əˌsɪstənt/ asystent biurowy
personal skills /ˌpɜːsənəl ˈskɪlz/ indywidualne umiejętności
practical /ˈpræktɪkəl/ praktyczny
promotion /prəˈməʊʃən/ awans
receptionist /rɪˈsepʃənɪst/ recepcjonista
salary /ˈsælərɪ/ pensja
secretary /ˈsekrətəri/ sekretarz/sekretarka
shop assistant /ˈʃɒp əˌsɪstənt/ sprzedawca
skiing instructor /ˈskiːɪŋ ɪnˌstrʌktə/ instruktor jazdy na nartach
specialist /ˈspeʃələst/ specjalista
taxi driver /ˈtæksi ˌdraɪvə/ taksówkarz
travel agent /ˈtrævəl ˌeɪdʒənt/ agent turystyczny
university degree /ˌjuːnəˈvɜːsəti ˌdɪˈgriː/ stopień naukowy

6.4 Reading 4.44

active /ˈæktɪv/ aktywny
ambition /æmˈbɪʃən/ ambicja
ambitious /æmˈbɪʃəs/ ambitny
businessperson /ˈbɪznəsˌpɜːsən/ biznesmen
charm (n, v) /tʃɑːm/ urok, czar; oczarować
charming /ˈtʃɑːmɪŋ/ czarujący
compete /kəmˈpiːt/ współzawodniczyć
competition /ˌkɒmpəˈtɪʃən/ rywalizacja, zawody
competitive /kəmˈpetətɪv/ oparty na rywalizacji, skory do rywalizacji, konkurencyjny
decision-maker /dɪˈsɪʒən ˌmeɪkə/ osoba decyzyjna
designer /dɪˈzaɪnə/ projektant
determination /dɪˌtɜːmɪˈneɪʃən/ zdecydowanie
determined /dɪˈtɜːmɪnd/ zdecydowany
director /daɪˈrektə/ dyrektor
fire-fighter /ˈfaɪəˌfaɪtə/ strażak
logic /ˈlɒdʒɪk/ logika
logical /ˈlɒdʒɪkəl/ logiczny
mechanic /mɪˈkænɪk/ mechanik
military leader /ˌmɪlətəri ˈliːdə/ przywódca wojskowy
nature lover /ˈneɪtʃə ˌlʌvə/ miłośnik przyrody
nurse /nɜːs/ pielęgniarz/pielęgniarka
peace /piːs/ pokój (np. na świecie)
peaceful /ˈpiːsfəl/ pokojowy
problem-solver /ˈprɒbləm ˌsɒlvə/ osoba radząca sobie w trudnych sytuacjach
quiet /ˈkwaɪət/ cichy
reliable /rɪˈlaɪəbəl/ niezawodny
reliance /rɪˈlaɪəns/ uzależnienie od, poleganie na
rely (on) /rɪˈlaɪ (ɒn)/ polegać na
sales representative /ˈseɪlz reprɪˌzentətɪv/ przedstawiciel handlowy
social worker /ˈsəʊʃəl ˌwɜːkə/ pracownik opieki społecznej
software developer /ˈsɒftweə dɪˌveləpə/ programista komputerowy

6.5 Grammar 4.45

accountant /əˈkaʊntənt/ księgowy
accurate /ˈækjərət/ dokładny
be/work in (IT) /ˌbi/ˌwɜːk ɪn (ˌaɪˈtiː)/ działać/pracować w branży (komputerowej)
conference call /ˈkɒnfərəns kɔːl/ telefoniczna rozmowa konferencyjna
fashion magazine /ˈfæʃən ˌmægəˌziːn/ magazyn mody
food industry /ˈfuːd ˌɪndəstri/ przemysł spożywczy
have a shave /ˌhæv ə ˈʃeɪv/ ogolić się

6.6 Use of English 4.46

ashamed /əˈʃeɪmd/ zawstydzony
be relieved /ˌbi rɪˈliːvd/ odczuwać ulgę
bored /bɔːd/ znudzony
confused /kənˈfjuːzd/ zdezorientowany
confusing /kənˈfjuːzɪŋ/ zawiły, mylący
delighted /dɪˈlaɪtɪd/ zachwycony
disgusted /dɪsˈgʌstɪd/ zdegustowany
disgusting /dɪsˈgʌstɪŋ/ obrzydliwy
embarrassed /ɪmˈbærəst/ zażenowany
encouraging /ɪnˈkʌrɪdʒɪŋ/ zachęcający
exhausting /ɪgˈzɔːstɪŋ/ wyczerpujący
moved /muːvd/ wzruszony

6.7 Writing 4.47

at any time /ət ˌeni ˈtaɪm/ o dowolnej porze
at present /ət ˈprezənt/ obecnie
at the moment /ət ðə ˈməʊmənt/ aktualnie
attach /əˈtætʃ/ dołączać
available /əˈveɪləbəl/ dostępny
be a fast learner /ˌbi ə ˌfɑːst ˈlɜːnə/ szybko się uczyć
be confident that /ˌbi ˈkɒnfɪdənt ðæt/ mieć pewność, że
camp supervisor /ˈkæmp ˌsuːpəvaɪzə/ wychowawca kolonijny
flexible hours /ˌfleksəbəl ˈaʊəz/ elastyczne godziny pracy
have experience of /ˌhəv ɪkˈspɪəriəns əv/ mieć doświadczenie w
in connection with /ɪn kəˈnekʃən wɪð/ w związku z
interview /ˈɪntəvjuː/ rozmowa kwalifikacyjna
job advert /ˈdʒɒb ˌædvɜːt/ ogłoszenie o pracy
look for a job /ˌlʊk fər ə ˈdʒɒb/ szukać pracy
obtain /əbˈteɪn/ nabywać
opportunity /ˌɒpəˈtjuːnəti/ okazja, możliwość
position /pəˈzɪʃən/ stanowisko
possess skills /pəˌzes ˈskɪlz/ posiadać umiejętności
require /rɪˈkwaɪə/ wymagać
succeed /səkˈsiːd/ odnieść sukces
suitable candidate /ˈsuːtəbəl ˈkændədət/ odpowiedni kandydat
with reference to /ˌwɪð ˈrefərəns tə/ w nawiązaniu do

6.8 Speaking 4.48

association /əˌsəʊsiˈeɪʃən/ stowarzyszenie
model /ˈmɒdl/ model/modelka
scout /skaʊt/ wypatrywać

FOCUS REVIEW 6

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie wyrazy związane z pracą poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 My sister is an o[?] a[?] .
She answers phones and takes messages.
2 Mathew is a t[?] a[?] .
He arranges trips and holidays for customers.
3 My parents usually take a two weeks' p[?] h[?] in summer so we can all go somewhere together.
4 I'd like to be s[?]-e[?] and run my own business in the future.
5 My brother has started a p[?]-t[?] job in the evenings to earn some extra money.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 Grace finds her new job interesting but [?] . **DEMAND**
2 Writing the first job application was quite [?] for me. **STRESS**
3 The company is offering a job for ambitious and [?] people. **COMPETE**
4 If Chris was more [?] , he'd find a summer job. **DETERMINATION**
5 I don't understand why he resigned from his job. His decision does not seem [?] . **LOGIC**

3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania warunkowe II typu?

1 If Tom [?] (have) a full-time job, he [?] (not resign) from it.
2 If you [?] (can) work for any company, which company [?] you [?] (like) to work for?
3 If I [?] (be) you, I [?] (take) this job.
4 She [?] (give) lots of jobs to young people if she [?] (be) a successful businessperson.
5 If we often [?] (come) to work late, we [?] (get) the sack.

4 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens.

1 I'll let you take an extra day off. **CAN**
You [?] an extra day off.
2 You don't have to wear a suit. There isn't an official meeting today. **NEEDN'T**
You [?] a suit. There aren't any formal meetings today.
3 I mustn't forget to call my boss at 11 a.m. **REMEMBER**
I [?] my boss at 11 a.m.
4 I have to get to work on time this morning. **LATE**
I [?] for work this morning.
5 It's not a good idea to work overtime so often. **SHOULDN'T**
You [?] overtime so often.

ŚRODKI JĘZYKOWE

Tłumaczenie; wybór wielokrotny

5 Przetłumacz fragmenty podane w nawiasach tak, aby poprawnie uzupełniły zdanie.

WSKAZÓWKA
Skup się na znaczeniu całego brakującego fragmentu. Nie zawsze odpowiedzi będące tłumaczeniem słowo w słowo polskiego wyrażenia są poprawne.

1 Alan (*został zwolniony*) [?] last week. He didn't get on well with other people in his department.
2 I am writing (*w odpowiedzi na*) [?] the advertisement on your website.
3 We could go to the beach (*gdyby była lepsza pogoda*) [?] .
4 My gap year was a very (*satysfakcjonujące doświadczenie*) [?] .
5 Before she had a baby, Sue (*pracowała na cały etat*) [?] job.
6 This is your desk but you (*nie musisz przychodzić*) [?] to the office every day – it's OK to work from home sometimes.
7 I think you should (*wziąć dwa dni wolnego*) [?] and do some decorating in your house.
8 If I were you, I (*nie ubiegałabym się o*) [?] this job.
9 (*Czy trzeba mieć*) [?] a driving licence to work for this company?

6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

www.myblog.ev

What's my dream job?

I'm a university student, and today it is clear to me exactly what I would like to do after getting a university [1] [?] . But as a little boy I dreamt of becoming a fire-fighter or a police officer. We used to play 'cops and robbers' with other boys. Those were really [2] [?] days. For a few years at primary school I wanted to become a famous sportsman, but too much physical training put me [3] [?] this idea. I have always loved working with computers, so after high school I started studying Computer Science at university. My interests in specific areas of computer technology have developed and I've come [4] [?] the idea of becoming a software developer. It is a very responsible and demanding job. If I worked as a software developer, I [5] [?] spend a lot of time in front of the computer screen, but I know I would never get [6] [?] with the job.

1	A experience	B study	C degree
2	A amazing	B competitive	C reliable
3	A down	B off	C up
4	A up with	B down with	C in with
5	A would have to	B needn't	C must
6	A bore	B bored	C boring

SŁUCHANIE

Uzupełnianie luk

7 3.17 **Usłyszysz dwukrotnie rozmowę Megan i Andrew. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższym streszczeniu. W każdą lukę należy wpisać maksymalnie trzy wyrazy w języku angielskim.**

Megan and Andrew haven't seen each other for [1] ? . Andrew worked for a travel agency in the summer but his dream is to [2] ? .
The movie *Seabiscuit* inspired Megan to [3] ? .
Megan had to change her plans because of an accident [4] ? . Andrew believes she'll be [5] ? .

PISANIE

List motywacyjny

8 **Masz możliwość pracować w wakacje w miejscach wymienionych poniżej (a–c). Zastanów się, jakich obowiązków możesz się spodziewać w każdym z nich. Wybierz miejsce, w którym chcesz pracować, i zapisz w zeszycie argumenty, których można użyć, aby zachęcić właściciela do zatrudnienia właśnie ciebie. Popatrz na przykładowe argumenty poniżej.**

a Sklep z warzywami i owocami (greengrocer's)
b Kawiarnia (café)
c Hotel dla zwierząt (pet hotel)

- **SKILLS:** I'm very good with pets because at home we've got three dogs and a cat.
- **WORK EXPERIENCE:** Last summer I worked part-time at my uncle's shop in Poznań.
- **PERSONALITY:** People who know me say I'm very patient and responsible.

9 **Wybierz jedno z miejsc z ćwiczenia 8. Następnie wykonaj zadanie.**

Spędzasz wakacje u rodziny w Anglii. Wiesz, że lokalna firma szuka pracownika na pół etatu. Napisz list do jej właściciela. W swoim liście:

- napisz, skąd wiesz o ofercie pracy,
- przedstaw się i wyjaśnij, dlaczego interesuje cię ta oferta,
- opisz swoje dotychczasowe doświadczenie zawodowe,
- wyraź chęć spotkania z właścicielem w dowolnym terminie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość listu powinna wynosić od 80 do 130 słów.

MÓWIENIE

10 **Które wyrazy poprawnie uzupełnią pytania? Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnego pytania. Następnie w parach odpowiedzcie na pytania.**

(boss ever kind never office overtime)

1 What ? of job do you hope to get in the future? Why?
2 Have you ? worked? Why?/Why not?
3 Would you like to work in an ? ? Why?/Why not?
4 Do you think you could be a good ? ? Why?/Why not?

11 **Pracując w parach, wykonajcie zadanie. Uczeń A opisuje zdjęcie A oraz odpowiada na dotyczące go pytania. Uczeń B opisuje zdjęcie B oraz odpowiada na dotyczące go pytania.**

A



1 How is the woman in the photo feeling? Why?
2 What would you do if you were late for an important exam? Why?
3 Tell me about a situation when you or someone you know were late for an important event.

B



1 In your opinion, why is the man in the photo sleeping?
2 What would you do if you suddenly felt very tired/sleepy during a lesson?
3 Tell me about a situation when you or someone you know felt bored during an important event.

7

Consumer society

Money makes the world go around.
A proverb

BBC

7.1 VOCABULARY

Shops and services • clothes and appearance • collocations

I can use language related to shops and shopping experiences.

SHOW WHAT YOU KNOW

1 **In your notebook, list all the clothes and accessories you can think of in two minutes.**

sunglasses, jeans, …

2 SPEAKING **In your notebook, put the words in Exercise 1 into groups 1–5. Some items can go into more than one group. Compare your lists with a partner.**

1 Items you only wear outdoors
2 Items you wear for special occasions
3 Items you wear all the time
4 Items you never wear
5 Items you have bought recently

3 **Read four people's answers to an online survey about shopping. Answer the questions.**

1 Who doesn't have enough money to buy lots of clothes?
2 Who uses the Internet to look for clothes?
3 Who avoids shopping for clothes?
4 Who is willing to pay more for the right kind of clothes?

4 SPEAKING **Which person is most like you? Why? Tell your partner.**

FOCUS ON WORDS | Shops and services

5 3.18 **In your notebook, complete the lists with the words in red in the survey. Then listen, check and repeat.**

Clothing and accessories

1 a clothes shop
2 a shoe shop
3 *a charity shop*
4 ?
5 ?

Food

1 a baker's
2 a butcher's
3 a greengrocer's
4 a supermarket

Finance

1 a bank 2 an estate agent's 3 a post office

Health and beauty

1 a chemist's
2 a hairdresser's
3 an optician's
4 a health centre

Other

1 a computer shop
2 a department store
3 a DIY store
4 a florist's
5 a newsagent's
6 a pet shop
7 a sports shop
8 a stationer's
9 a toy shop
10 ?

6 SPEAKING **In your notebook, complete the sentences with shops and services in Exercise 5. Compare your sentences with a partner.**

I often/sometimes/rarely/never go into …

FOCUS ON WORDS | Clothes and appearance

7 3.19 **In your notebook, complete the lists with the underlined words in the survey. Then listen, check and repeat.**

I / My clothes look …

1 fashionable
2 g*ood*
3 o [?]
4 scruffy
5 s [?]
6 g [?]

I buy / I wear …

1 d [?] clothes
2 good q [?] clothes
3 b [?]

Natural materials

1 ca [?]
2 co [?]
3 denim
4 l [?]
5 s [?]
6 w [?]

Useful phrases

1 It [?] me = it makes me look good
2 It [?] me = it is the right size for me

8 SPEAKING **In your notebook, answer the questions. Then compare your answers with a partner.**

Can you name …

1 a brand or logo that you like?
2 a person you know who often wears designer clothes?
3 a colour that doesn't suit you?
4 a natural material you like wearing?
5 a person you know who looks fashionable?
6 a shop where you can buy good quality clothes?
7 an item of clothing that fits you really well?
8 a person you know who never looks scruffy?

FOCUS ON WORDS | Collocations

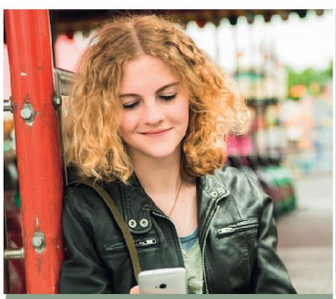
9 3.20 **In your notebook, complete the collocations with the highlighted phrases in the survey. Then listen, check and repeat.**

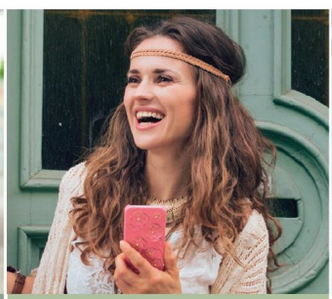
1 keep the paper you get when you buy something = **keep the receipt**
2 get your money back = **get a refund**
3 look at things in shop windows = **go** [?]
4 reduce the price on everything = **have** [?]
5 on promotion at a low price = **be** [?]
6 buy much cheaper than normal = **pick up** [?]
7 a good reason to pay the price = **be** [?]
8 be good quality for a long time = **last** [?]

10 SPEAKING **Choose the correct option and write the questions in your notebook. Then ask and answer the questions in pairs.**

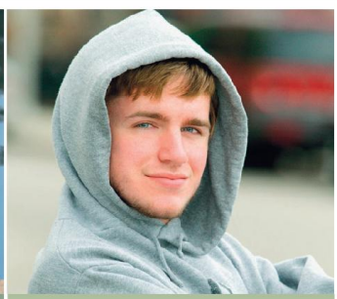
1 Do you ever *go* / *look* window shopping? How often?
2 When do shops usually *offer* / *have* a sale in your country?
3 When did you last buy something *in* / *on* special offer?
4 Where can you pick *up* / *off* a bargain? Name shops.
5 Do you always *keep* / *stay* your receipts? Why?
6 Have you ever taken something back and *got* / *asked* a refund? What was it?

THE TRUTH ABOUT SHOPPING









	BETH	MIA	RYAN	SAM
1 What do you think about shopping for clothes?	I love it! But I really don't want to look the same as everyone else. So I go to **charity shops** and a second-hand **jeweller's**. I want to look original.	I'm addicted to clothes and shopping. The bad news is that I'm poor! So I can't afford to buy much, except during the sales. But I go window shopping – it's still fun to look.	I really enjoy shopping. I love designer clothes. I mean, they're really expensive but I think they're worth it. Anyway, I want to look smart like my favourite celebrities.	My mum buys all my clothes! I don't care what I wear. I don't think you should judge people by the brands they wear. I hate clothes that have logos all over them.
2 How often do you go clothes shopping?	Probably once a month. Or more often if I need something for a special occasion. Sometimes I shop online too – there are some great online **vintage shops**.	Oh dear, it's bad. I get bored with my clothes – I can't help it. Fortunately, you don't have to be rich to buy second-hand clothes.	I don't need to go shopping often because I buy good quality clothes made from nice natural materials like cotton and wool. They last for ages.	As I said, I never go shopping. I don't even know what suits me. If something fits me and it feels comfortable – like my favourite hoodie – then I'm happy.
3 When was the last time you picked up a bargain?	I always pick up a bargain! Last time I went to my favourite charity shop, I found this gorgeous silk dressing gown.	Last weekend my favourite **High Street store** had a sale. I got an amazing leather jacket for half price.	A bargain – hm. Oh yes, I got a really nice cashmere pullover – it was on special offer.	You'll have to ask my mum!

7.2 GRAMMAR

The Passive

I can use the Passive in the Present Simple, Present Perfect and Past Simple.

1 SPEAKING **Discuss the questions.**

1 Who usually does the shopping in your family?
2 What food products do you and your family usually buy?
3 Which of the things in the box are important when you buy these kinds of products?

the quality	how it is produced
where it is produced	a fair price

2 **Read the text about Fairtrade. Why is it good for farmers?**

Many of the products we buy in supermarkets are grown by farmers in developing countries. But farmers aren't paid enough to make a living.

So the idea of 'fair trade' has been around for many years. When you see the FAIRTRADE mark on a product, you know that the farmers have been paid a fair price for their crops. You also know that they have been given extra money – the Fairtrade premium. This can be used by farmers to develop their businesses, invest in their communities or protect the environment.

In 1997, many organisations from different countries came together and one international Fairtrade organisation was formed. So far, the lives of approximately seven million people in developing countries have been improved by Fairtrade.



3 **Read the GRAMMAR FOCUS. Then find all the passive verb forms in the text in Exercise 2.**

GRAMMAR FOCUS

The Passive

You use passive forms when it isn't important (or you don't know) who performed the action. Passive verbs have the same tenses as active verbs.

The Passive: *be* + Past Participle

\+ *Fairtrade products **are grown** in developing countries.*
– *Fairtrade products **aren't grown** in developed countries.*
? *Where **are** Fairtrade products **grown**?*

4 **Which passive forms in blue in the text complete the examples in the table correctly?**

Present Simple

Active

*People **don't pay** farmers enough.*

Passive

Farmers [1] ? *enough.*

Past Simple

Active

*In 1997, somebody **formed** one international Fairtrade organisation.*

Passive

In 1997, one international Fairtrade organisation [2] ? .

Present Perfect

Active

*Fairtrade **has improved** the lives of approximately seven million people in developing countries.*

Passive

The lives of approximately seven million people in developing counties [3] ? *by Fairtrade.*

5 **In your notebook, write the correct form of the verbs, active or passive.**

Chocolate & Fairtrade

Last year, more than one billion kilos of chocolate [1]*ate / **were eaten*** around the world. Chocolate [2]*makes / is made* from the cacao plant. However, many cacao farmers [3]*don't earn / aren't earned* enough money and [4]*can't afford / can't be afforded* food, medicine or clean water. In Africa, a typical cacao grower [5]*pays / is paid* less than a dollar a day. Now Fairtrade is helping farmers to get fair prices. Farming organisations [6]*have set up / have been set up* in African countries and the extra money [7]*invests / is invested* into projects such as drinking water.



6 **In your notebook, complete the passive sentences with the Present Simple, Past Simple or Present Perfect form of the verbs in brackets.**

1 My house *was built* (build) more than fifty years ago.
2 My name ? (not pronounce) the same in English.
3 My shoes ? (make) in Italy.
4 This school ? (open) in the 1990s.
5 I ? (never/stop) by the police.
6 Fairtrade products ? (not sell) in my country.

7 SPEAKING **In your notebook, rewrite the sentences in Exercise 6 to make them true for you. Then make questions and ask your partner.**

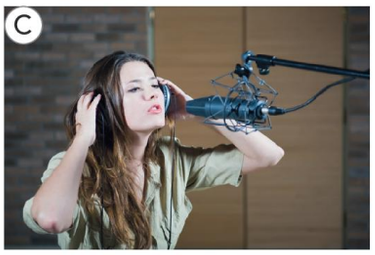
1 Was your house built more than fifty years ago?

Grammar page 134

7.3 LISTENING

True/False

I can identify key details in a simple radio interview.


C time in a recording studio


D a friendship bracelet


A perfume


B a tablet


E a purse


F face cream


G a bunch of flowers


H a game console

1 SPEAKING **Discuss the questions.**

1 Have you ever given or received a present like the ones in the photos?
2 What is the best or worst present you've ever received?

2 3.21 **Listen to a radio interview about buying presents. Which presents A–H are suggested for the three people below?**

1 Isabelle's mum: ?
2 Alexander's girlfriend: ? , ?
3 Charlotte's classmate: ?

3 **Read statements 1–5 in the LISTENING FOCUS. Which underlined phrases mean the same as these phrases from the radio interview below?**

can buy cheer her up
is a question of classmates
it isn't the value of the present that matters

LISTENING FOCUS True/False

4 3.21 **Listen to the radio interview again. Are statements 1–5 true or false?**

1 Amy thinks the ability to choose good presents is a matter of personality.
2 Amy thinks that both men and women are capable of buying good presents.
3 Isabelle thinks her mother is upset about being forty, so she wants to make her feel happier.
4 Charlotte wants to buy a nice expensive gift for one of her school friends.
5 Amy concludes that a successful present doesn't have to cost a lot of money.

5 **In your notebook, complete the advice with the verbs in the box. Which piece of advice is NOT given in the interview? Which is the best?**

Be Collect Do Don't spend Keep Spend

1 ? some research.
2 ? time thinking about the person.
3 ? careful when buying women's toiletries.
4 ? lots of money. It isn't necessary.
5 ? the receipt so you can take the present back.
6 ? money from friends to buy something really good.

6 SPEAKING **Tell your partner about the last time you bought a present for somebody.**

1 Who was it for?
2 What was the occasion?
3 What did you buy?
4 Why did you buy it?
5 Where did you buy it?
6 How much did it cost?

PRONUNCIATION FOCUS

7 3.22 **Copy the words in your notebook. Listen to the words. Identify and circle the silent letter in each case.**

1 receipt	psychology	3 debt	doubt	5 know	knife
2 write	wrong	4 island	aisle	6 listen	castle

8 3.22 **Listen again and repeat the words.**

FOCUS ON WORDS | Word families

9 3.23 **In your notebook, complete the table with verbs/verb phrases and nouns. Mark the stress. Then listen, check and repeat.**

Verb/Verb phrase	Noun (person)	Noun
1 be in debt	debtor	*debt*
2 ?	earner	earnings
3 ?	investor	investment
4 ?	payer	payment
5 produce	producer	?
6 ?	seller	sale
7 trade	trader	?

7.4 READING

Multiple choice

I can identify specific information in a short article.

1 SPEAKING **Discuss the questions.**

1 How often do you shop online?
2 Which of the following have you bought online in the last three months?

books clothes music technology tickets

3 What would you never buy online? Why?

2 3.24 **In your notebook, complete the information about Amazon with the numbers in the box. Then listen and check.**

2 5 100 600 45,000 341,000



Amazon's logo has a smile that goes from A to Z. It shows that the company is ready to deliver anything to anywhere in the world.

AMAZON IN NUMBERS

- Amazon employs [1] ? people and [2] ? robots.
- Every employee at Amazon has to spend [3] ? days a year dealing with customer complaints (including Jeff Bezos, the Company Director).
- At Amazon [4] ? items are shipped every second.
- One new book is added to Amazon's site every [5] ? minutes.
- Amazon delivery drones fly at up to [6] ? metres high and up to 100 kilometres per hour.

3 **Decide which words in the box complete the headings in the text. Then read the text and check the answers.**

biological company future helicopter space technology

READING FOCUS Multiple choice

4 **Read the text again. For questions 1–6, choose the correct answer, A, B, C or D.**

1 Miguel Bezos adopted Jeff
A when he was a baby.
B when he was a teenager.
C when he was four years old.
D when he was ten years old.

2 Jeff Bezos started Amazon because
A he was a university graduate.
B he wanted to leave New York.
C he had a well-paid job.
D he saw that the Internet was growing.

3 The name *Cadabra* wasn't used because
A it means 'dead body'.
B it's difficult to pronounce correctly.
C another online site had a similar name.
D it didn't go to the top of website lists.

4 Bezos's company Blue Origin
A is producing drones to deliver orders.
B is building a human space station.
C is developing space travel for everyone.
D is selling space travel on Amazon.

5 At Amazon Go
A you pay at a checkout desk.
B you don't have to pay.
C you use your smartphone to pay.
D you can only use cash.

6 The main purpose of the text is
A to criticise Bezos.
B to give facts about Bezos.
C to encourage people to follow Bezos' example.
D to explain why Bezos is so rich.

FOCUS ON WORDS | Shopping

5 3.26 **In your notebook, complete the gaps with the words or phrases in blue in the texts. Then listen, check and repeat.**

1 sent out = ?
2 for sale = ?
3 user = ?
4 an increase = ?
5 requests for goods = ?
6 a line of people waiting = ?
7 place where you pay = ?

6 **Read some facts about eBay. In your notebook, complete the sentences with the words and phrases in Exercise 5. Which is the most interesting fact?**

1 The first thing that was ? from eBay was a broken laser pointer.
2 800 million items are ? on eBay at any one time.
3 Most eBay ? do their shopping at weekends, especially Sunday afternoons.
4 On Christmas day, there's always ? of 300% in sales of perfume as people sell their unwanted Christmas presents.
5 There are more ? on eBay from British customers than any other nationality.
6 The big advantage of online stores like eBay and Amazon is that you never have to ? at the ?

THE BRAINS BEHIND AMAZON.COM

3.25

Amazon.com is a household name, but what do you know about the billionaire entrepreneur, Jeff Bezos, who started it in a garage in 1994?



GLOSSARY

a household name – powszechnie znana nazwa
an entrepreneur – przedsiębiorca
an account – rachunek, konto

His [1] ? father was a unicyclist

Bezos was born in 1964 when both his parents were still teenagers, and his father was a unicyclist in the circus. They divorced after a year. When Bezos was four, his mother remarried and he was adopted by his stepfather, Miguel Bezos, a Cuban immigrant to the United States. Jeff learnt that he was adopted when he was ten.

He showed an early interest in science and [2] ?

When he was a schoolboy, Bezos made an electrical alarm to keep his younger brother and sister out of his room. Later, he graduated in electrical engineering and computer science. He was working in a well-paid job in New York when he heard about the rise of Internet use by 2,300% in one year. It was 1994, and he decided to start his own Internet business.

His [3] ? wasn't called Amazon at first

Amazon started as a bookstore in a garage, and grew fast. In its first month of business, orders came in from forty-five countries around the world. At first, the online bookstore was named Cadabra, but it was hard to say, and some people thought it was similar to 'cadaver' (dead body). Instead he chose the name Amazon: firstly, it appeared at the top of lists of website addresses because it begins with 'A'; secondly, Bezos could see the similarity between the world's largest river and the world's largest bookshop.

He survived a [4] ? accident

A helicopter Bezos was travelling in crashed. Bezos and the other passengers were not badly hurt, but the accident put him off helicopters. However, flying objects are still a passion for him. Amazon is working on drones that can deliver orders in thirty minutes.

He's passionate about exploring [5] ?

Bezos has dreamt about space travel since he was a child. At high school he said he wanted '… to build space hotels, amusement parks and colonies for two or three million people.' He started a company, Blue Origin, to make space travel more widely available. With Amazon he made shopping easy, and now he wants to do the same for space travel.

He has big ideas for the [6] ? of Amazon

Jeff Bezos is always trying to improve the customer experience. His latest innovation is Amazon Go, or the 'just walk out' store. Amazon Go is a supermarket where you take food off the shelf, put it in your bag and leave. No credit cards, no queues at the checkout desk. All you need is a smartphone and an Amazon account. Bezos sees this as the future of shopping.

7 SPEAKING **Discuss the questions.**

1 How many online shopping stores can you think of?
2 Do you like the idea of Amazon Go? Why?/Why not?
3 What do you think the future is for the following forms of payment: cash; debit/credit card; smartphone?

8 SPEAKING **In your notebook, complete the sentences with the words in the box to make them true for you. Then compare your sentences with a partner.**

billionaire brother businessperson company director customer employee entrepreneur immigrant passenger schoolboy sister stepfather teenager unicyclist wife

1 I was/I am a(n) … 2 I will possibly be a(n) … 3 I will never be a(n) …

REMEMBER THIS

A million = 1,000,000 A billion = 1,000,000,000 A trillion = 1,000,000,000,000

7.5 GRAMMAR

Quantifiers

I can use a wide range of quantifiers with countable and uncountable nouns.

1 SPEAKING **Discuss the questions.**

1 Which of these types of shoes have you got?

ballet flats knee-high boots flip-flops
high heels sandals trainers

2 Where is the best shoe shop in your city?
3 When was the last time you bought a pair of shoes?

2 **Read the text. What happens when you buy a pair of TOMS shoes?**



Do you have too many pairs of shoes? How many pairs do you need? Most people have a few pairs of trainers, some smart shoes, a pair of boots and some sandals. But can you imagine living without any shoes at all?

Blake Mycoskie was shocked when he found out that a lot of children around the world were growing up without any shoes. So he set up a company called Shoes for Tomorrow (TOMS). Every time he sells a pair, he gives a free pair to a child in need. He doesn't have to do much advertising – when people hear about TOMS, they tell one another. Over the years, he's given away lots of shoes to people in need – more than a million, in fact. TOMS has become the One for One™ company who give eyewear as well as shoes to people around the world. With a little imagination and a lot of hard work, Mycoskie has transformed the lives of a lot of people.

3 **Look at the examples of nouns and quantifiers in blue in the text. Which of the underlined nouns are countable and which are uncountable?**

4 **Read the GRAMMAR FOCUS. Which rules should be completed with *countable* or *uncountable*?**

GRAMMAR FOCUS

Quantifiers

You can use different expressions to talk about quantity:

- With [1] ? nouns you use:
  very few/a few/too many/How many?
- With [2] ? nouns you use:
  very little/a little/too much/How much?
- With both [3] ? and [4] ? nouns you use:
  any/some/a lot of/lots of

Note: Usually, you use ***a few***, ***a little*** or ***some*** in affirmative sentences and ***many***, ***much*** or ***any*** in negative sentences and questions.

5 **Read the text. Which quantifiers complete the text correctly?**

FAQ

How did TOMS begin?

When Blake Mycoskie was twenty-nine, he took [1]*a little / a few* time off work to go travelling. He met a charity worker, and she told him how [2]*much / many* children in developing countries were without shoes. This gave Mycoskie an idea for a shoe company, and a way to help [3]*some / any* of these children.

How [4]*much / many* difference can a simple pair of shoes make to so [5]*much / many* children's lives?

A pair of shoes can make [6]*many / a lot of* difference to a child. Firstly, there are [7]*lots of / a little* diseases in the soil, and shoes protect children's feet. Secondly, [8]*very few / very little* schools allow children to attend classes without shoes. So shoes help children to get an education.

6 **In your notebook, complete the sentences with the correct Present Simple form of the verbs in brackets.**

1 There ? (be) lots of shoe shops near here.
2 A lot of people ? (do) their shopping online.
3 There ? (be) a lot of pollution in our city.
4 A lot of fast food ? (be) bad for you.
5 Lots of department stores ? (be) closed on Sundays.
6 A lot of people in my country ? (know) about TOMS.

7 **Read REMEMBER THIS. In your notebook, rewrite the sentences in Exercise 6 replacing *a lot of/lots of* with *little* or *few*. Which sentences from Exercises 6 and 7 are true for you?**

1 There are very few shoe shops near here.

REMEMBER THIS

little = not much few = not many	BUT	a little = some a few = some

8 **In your notebook, write negative sentences using *not much* or *not many*. Which sentences are true for you?**

1 I eat a lot of bread. → *I don't eat much bread.*
2 I send a lot of texts. → ? .
3 I drink a lot of water. → ? .
4 I do a lot of homework. → ? .
5 I talk to a lot of people. → ? .

9 SPEAKING **What's your typical school day? Use *How much …?* or *How many …?* with the activities in Exercise 8 and the activities in the box. Ask and answer the questions as in the example.**

watch/television spend/time online do/exercise
spend/money listen to/music get/sleep

A: How much bread do you eat?
B: Lots. How about you?
A: Very little. I don't like bread.

FOCUS VLOG About clothes

3.27 **Listen to the Focus Vlog. What types of jeans do the speakers have? Write the answers in your notebook.**

Grammar page 135

7.6 USE OF ENGLISH

Indefinite pronouns: *someone, anything, nowhere, everybody, none,* etc.

I can use a range of indefinite pronouns.

1 SPEAKING **Discuss the questions.**

1 Are there any street markets near you?
2 What kind of things can you do and buy there?
3 When was the last time you went to a market and what did you buy?

2 3.28 **Listen to two people at Camden Market in London. In which order do they visit the shops in photos A–D? What do they buy?**

3 3.28 **Choose the correct option. In your notebook, write sentences in full. Then listen again and check.**

1 Are you doing *anything* / *nothing* tomorrow?
2 Who told you that? *Anybody* / *Nobody*.
3 How many pairs of Dr Martens have you got? *None* / *Any*.
4 Everybody *has* / *have* a pair of Dr Martens!
5 Are you kidding? *No one* / *None* would wear that!
6 *Nothing* / *None* of them fit.
7 Let's have something / anything to eat first.
8 I haven't eaten something / anything since breakfast.

LANGUAGE FOCUS

Indefinite pronouns

- You use indefinite pronouns to talk about people, things or places when you don't know who, what or where they are, or it is not important.

PEOPLE	THINGS	PLACES	EXAMPLES
someone/ somebody	*something*	*somewhere*	Affirmative sentences: *Let's find somewhere to eat.* Requests/Offers: *Would you like something on your pancake?*
anybody/ anyone	*anything*	*anywhere*	Negative sentences or questions: *Is anyone at home?*
no one/ nobody	*nothing*	*nowhere*	Affirmative sentences (negative meaning): *Nobody knows.*
everyone/ everybody	*everything*	*everywhere*	All people/things/ places: *Is everything ready?*

- You use a singular verb: *Everybody has a pair of Dr Martens!*
- You can give extra information with …
  a *to*-infinitive: *I need something to wear.*
  b an adjective: *We have something similar.*
  c a relative clause: *It's somebody who serves customers.*
- *none* means 0 (zero). NOT ~~*nothing*~~ or ~~*anything*~~
  None of my friends. NOT ~~*No one of my friends.*~~









4 **Read the LANGUAGE FOCUS. Which indefinite pronouns can replace the underlined phrases in sentences 1–7?**

1 I know I put my bag down in a place in this shop.
2 There is not one item of clothes in this shop that fits me!
3 All the things I wanted to buy cost a fortune.
4 Not one of the shop assistants offered to help.
5 My girlfriend says she hasn't got one single thing to wear.
6 Not one of the people knew who I was.
7 Not one place in this town sells TOMS shoes.

5 USE OF ENGLISH **In your notebook, write a second sentence so that it has a similar meaning to the first. Use the words in brackets.**

1 There is nothing to see here. (anything)
2 There wasn't anybody to talk to. (nobody)
3 I met a person who knows you. (somebody)
4 Is there a quiet place where we can talk? (anywhere)
5 I wanted some flip-flops but there weren't any in stock. (none)
6 We all know what you're thinking. (everyone)
7 Let's go to a hot place for our next holiday (somewhere)
8 He doesn't have any friends who like window shopping (none)

6 **In your notebook, complete the sentences with an appropriate indefinite pronoun. Which sentences are true for you?**

1 There is ? to do in my town. It's so boring!
2 I didn't go ? last night. I stayed in.
3 I'd like ? to eat. I'm really hungry!
4 I can't find my sunglasses. I've looked ? .
5 I bought my mum ? expensive for her last birthday.
6 ? of my old jeans fit me any more.
7 I don't think ? in the class enjoys doing the shopping.
8 I love vintage shops, but there are ? in my city.

Use of English page 136

7.7 WRITING

A formal written complaint

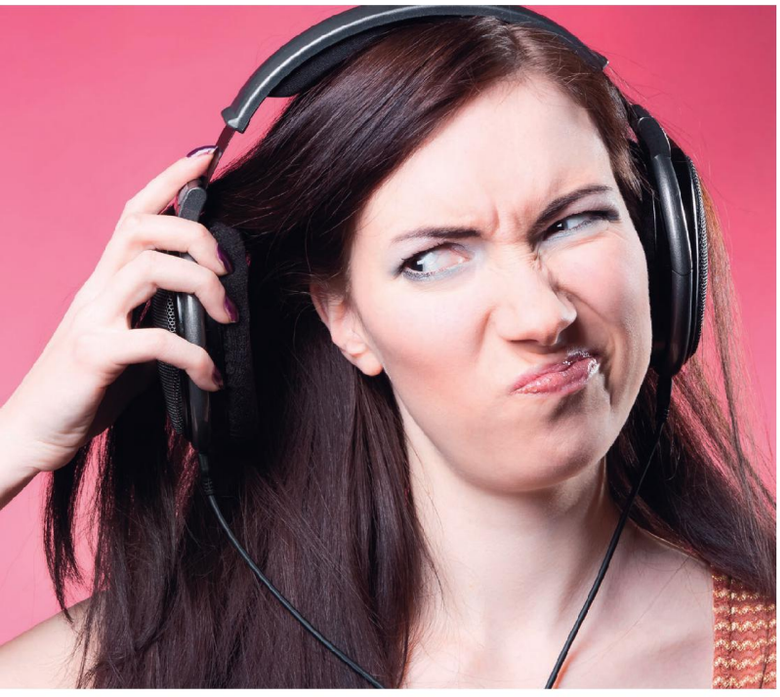
I can write a basic email of complaint requesting action.

1 SPEAKING **Have you, your family or your friend had any of the problems listed below when buying something? Tell your partner.**

1 It was past its sell-by date.
2 It didn't work.
3 It was broken or damaged.
4 Some parts were missing.
5 The service was bad.
6 The delivery was late.
7 It was different from the description.
8 It was the wrong product.

2 Read Email 1 and answer the questions.

1 Which problems in Exercise 1 did the customer have?
2 Do you think this is a formal written complaint? Why?/Why not?



1

Your company is rubbish.

I got some headphones from you online but they didn't work. So I sent them back and you swapped them for a new pair. They weren't the right ones, so I sent them back again. I got another pair from you today and they're broken and they don't work.

I'm so angry! You can keep the headphones but I want all my money back now, and I'll never use your store again.

Ronnie

3 Read the tips in the WRITING FOCUS. Which tips does Email 1 NOT follow?

WRITING FOCUS

A formal written complaint

- Open and close the email or letter formally.
- Give a reason for writing.
- Say what you bought and when.
- Explain the problem giving details.
- Tell the reader what you expect them to do.
- Use formal language with no contractions.

4 Read Email 2. For WRITING FOCUS tips 1–6, find examples of formal language in the email.

2

Dear Sir or Madam,

I am writing to complain about the service provided by your company.

I bought a pair of headphones (Model: SA-DIV-RED) from your website on 3rd March and paid for them online. They arrived the next day, but when I tried them, they did not work, so I returned them to you on 5th March and you exchanged them for a new pair. Unfortunately, the second pair you sent were the wrong model, so I emailed you again and sent them back one more time. I received a pair of headphones from you today, but when I unpacked them, I found they were damaged, and they do not work.

I am very disappointed with your service. I do not want another pair of headphones. I would be grateful if you could send me a full refund for the headphones and the cost of sending them back to you three times.

Yours faithfully,

R. Barker



5 **Read the LANGUAGE FOCUS. Which words or phrases in Email 2 complete the examples correctly?**

LANGUAGE FOCUS

Formal language

- You can make your language more formal by avoiding contractions and using more formal words and expressions.

Informal – Email 1		Formal – Email 2
they didn't work	→	they *did not* work
I got some headphones	→	I [1] ? a pair of headphones
I sent them back	→	I [2] ? them to you
You swapped them	→	You [3] ? them
I got another pair	→	I [4] ? another pair
I'm so angry	→	I [5] ?
I want all my money back	→	I [6] ? refund

Other common words and phrases

if you need more information	if you require further information
I want the chance to chat about this	I would like the opportunity to discuss this
Call us	Please contact us
We're sorry about the problem	We apologise for the problem

6 **In your notebook, rewrite the following exchange to make it more formal. Use the LANGUAGE FOCUS to help you.**

CUSTOMER

I'm so angry. A couple of weeks ago, I got a suit from you to wear to a wedding but it was too small. You swapped it for a bigger size, but it's the wrong colour and the zip doesn't work on the trousers. I've sent them back because it's too late for the wedding. I want all my money back, including the price of postage.

I am very disappointed with …

ONLINE CLOTHES STORE

We're sorry about the problem you've had with this order. We'll give you all your money back but we can't pay the postage. If you want the chance to chat about this, call us on 09000 999 999.

We apologise for …



SHOW WHAT YOU'VE LEARNT

7 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Spójrz na poniższą stronę internetowego sklepu z muzyką i przeczytaj komentarz klienta. Napisz e-mail z formalnym zgłoszeniem reklamacji na podstawie informacji w komentarzu.

W swoim zgłoszeniu:

- wyjaśnij powód reklamacji,
- opisz, co i kiedy zostało kupione,
- szczegółowo wyjaśnij problem,
- przedstaw oczekiwany przez ciebie sposób rozwiązania problemu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość zgłoszenia powinna wynosić od 80 do 130 słów.

Contact | Customer Services | Returns | FAQ's

CONTACT US

Please tell us the type of problem you are experiencing.

Select a category. Choose from the dropdown menu:

- My download won't complete
- This is not the music I wanted
- My file won't play
- The quality of sound is low
- I deleted the file by mistake

Comment

I want to complain about your service. I have tried to download Adele's album 21 three times this month but every time the download has not completed. I've contacted you three times on 1st, 8th and 17th April. I've been a loyal customer for two years and I've enjoyed the music I've bought each month from your site. But now I want a refund of my last month's subscription. Please close my account.

SEND

Dear Sir or Madam,

I am writing to complain about …

7.8 SPEAKING

Shopping for clothes; making complaints

I can make a complaint.

1 SPEAKING **Think about shopping in your city. Discuss which shop is …**

1 the cheapest and the most expensive.
2 the most and least fashionable for clothes.
3 the one with the most and least helpful shop assistants.

2 **In which situations a–e can you hear customer comments 1–7?**

1 Get it. It really suits you.
2 Oh no! They've sold out.
3 They're on offer – buy one and get one free.
4 I'm just looking, thanks.
5 Look, it's half price!
6 It's not exactly what I'm looking for.
7 It's reduced from £50 to £19.99.

a The item is on special offer.
b The colour and style are perfect.
c The item is not quite right for you.
d The item is out of stock.
e You don't want the shop assistant to bother you.

3 3.29 **Look at the pictures and listen to two dialogues. Which words a–h are linked to Dialogue 1, and which to Dialogue 2? Write in your notebook.**

a complain
b dress
c receipt
d present
e ripped
f size 12
g top
h zip

4 **Summarise what happens in each dialogue using the words in Exercise 3.**

5 3.29 **In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen to the dialogues again and check.**

changing help How looking
receipt refund size fit

SPEAKING FOCUS

Shopping for clothes

Shop assistant
Can I [1] ? you?
Would you like to try it on?
The [2] ? rooms are over there.
[3] ? would you like to pay?
Make sure you keep your receipt.

Customer
Excuse me, I'm [4] ? for a top.
I'm a [5] ? 10.
Do you have this in a size 12, please?
I'll take it.
Cash, please./By credit card.
If it doesn't [6] ? , can we get a refund?

Making complaints

Shop assistant
What's wrong with it?
Do you have your [7] ? ?
We can exchange it for a new one.

Customer
I bought this dress last week but the zip doesn't work.
I think it's faulty./It shrank./There's a hole in it./The colour ran.
I'd like a [8] ? please.

6 SPEAKING **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.**

Student A: You are a customer returning a faulty pair of jeans. Say when you bought the jeans and explain what is wrong with them (colour ran/they shrank).
Student B: You are a shop assistant. Ask Student A if he/she has a receipt. Suggest a solution to the problem (refund/repair/new pair of jeans).

7 SPEAKING **Practise your dialogue. Then act it out to the class.**





7.1 Vocabulary 4.49

baker's /'beɪkəz/ piekarnia
bank /bæŋk/ bank
be worth it /ˌbi 'wɜːθ ɪt/ być tego wartym
brand (n, adj) /brænd/ marka; markowy
butcher's /'bʊtʃəz/ sklep mięsny
cashmere /'kæʃmɪə/ kaszmir
charity shop /'tʃærəti ʃɒp/ sklep z używanymi rzeczami prowadzony przez organizację charytatywną
chemist's /'kemɪsts/ drogeria, apteka
clothes shop /'kləʊðz ʃɒp/ sklep odzieżowy
computer shop /kəm'pjuːtə ˌʃɒp/ sklep komputerowy
cotton /'kɒtn/ bawełna
denim /'denɪm/ dżins
department store /dɪ'pɑːtmənt ˌstɔː/ dom towarowy
designer clothes /dɪˌzaɪnə 'kləʊðz/ odzież od znanego projektanta
DIY store /ˌdiː aɪ 'waɪ stɔː/ market budowlany
estate agent's /ɪ'steɪt ˌeɪdʒənts/ biuro pośrednika w handlu nieruchomościami
fit /fɪt/ pasować, być w odpowiednim rozmiarze
florist's /'flɒrɪsts/ kwiaciarnia
get a refund /ˌget ə 'riːfʌnd/ dostać zwrot pieniędzy
go shopping /ˌgəʊ 'ʃɒpɪŋ/ pójść na zakupy (dla przyjemności)
go window shopping /ˌgəʊ ˌwɪndəʊ 'ʃɒpɪŋ/ oglądać wystawy sklepowe
greengrocer's /'griːŋgrəʊsəz/ warzywniak
hairdresser's /'heəˌdresəz/ salon fryzjerski
have a sale /ˌhæv ə 'seɪl/ urządzać wyprzedaż
health centre /'helθ ˌsentə/ ośrodek zdrowia
high street store /ˌhaɪ ˌstriːt 'stɔː/ sklep przy głównej ulicy miasta
jeweller's /'dʒuːələz/ jubiler
keep the receipt /ˌkiːp ðə rɪ'siːt/ zachować paragon
last for ages /ˌlɑːst fə 'eɪdʒɪz/ być nie do zdarcia
leather (n, adj) /'leðə/ skóra; skórzany
look fashionable /ˌlʊk 'fæʃənəbəl/ wyglądać modnie
look good /ˌlʊk 'gʊd/ wyglądać dobrze
look gorgeous /ˌlʊk 'gɔːdʒəs/ wyglądać olśniewająco
look original /ˌlʊk ə'rɪdʒɪnəl/ wyglądać oryginalnie
look scruffy /ˌlʊk 'skrʌfi/ wyglądać niechlujnie
look smart /ˌlʊk 'smɑːt/ wyglądać elegancko
newsagent's /'njuːzˌeɪdʒənts/ kiosk z gazetami
on (special) offer /ɒn (ˌspeʃəl) 'ɒfə/ w ofercie (specjalnej)
optician's /ɒp'tɪʃənz/ salon optyczny
pet shop /'pet ʃɒp/ sklep zoologiczny
pick up a bargain /ˌpɪk ʌp ə 'bɑːgən/ złowić okazję
post office /'pəʊst ˌɒfəs/ poczta
quality /'kwɒləti/ jakość
shoe shop /'ʃuː ʃɒp/ sklep obuwniczy
shop online /ˌʃɒp ɒn'laɪn/ robić zakupy przez internet
silk /sɪlk/ jedwab; jedwabny
sports shop /'spɔːts ʃɒp/ sklep sportowy
stationer's /'steɪʃənəz/ sklep papierniczy
store /stɔː/ sklep
suit /suːt/ pasować, dobrze wyglądać na
supermarket /'suːpəˌmɑːkət/ supermarket
toy shop /'tɔɪ ʃɒp/ sklep z zabawkami
vintage shop /'vɪntɪdʒ ʃɒp/ sklep z ubraniami z poprzedniej epoki
wool /wʊl/ wełna

7.2 Grammar 4.50

approximately /ə'prɒksɪmətli/ w przybliżeniu, około
crops /krɒps/ zbiory
do the shopping /ˌduː ðə 'ʃɒpɪŋ/ robić zakupy
drinking water /'drɪŋkɪŋ ˌwɔːtə/ woda pitna
make a living /ˌmeɪk ə 'lɪvɪŋ/ zarobić na życie, utrzymać się
plant /plɑːnt/ roślina
protect the environment /prəˌtekt ði ɪn'vaɪrənmənt/ chronić środowisko
set up /set 'ʌp/ założyć

7.3 Listening 4.51

aisle /aɪl/ przejście (w samolocie, pociągu, teatrze)
be a matter of sth/a question of sth /ˌbi ə 'mætər əv/ə 'kwestʃən əv 'sʌmθɪŋ/ być kwestią czegoś
be capable of doing sth /ˌbi ˌkeɪpəbəl əv ˌduːɪŋ 'sʌmθɪŋ/ być zdolnym do zrobienia czegoś
be in debt /bi ɪn 'det/ mieć dług, być zadłużonym
cheer up /ˌtʃɪər 'ʌp/ pocieszyć
debt /det/ dług
debtor /'detə/ dłużnik
earn /ɜːn/ zarabiać
earner /'ɜːnə/ osoba zarabiająca
earnings /'ɜːnɪŋz/ zarobki
face cream /'feɪs kriːm/ krem do twarzy
friendship bracelet /'frendʃɪp ˌbreɪslət/ bransoletka przyjaźni
invest in /ɪn'vest ɪn/ zainwestować w
investment /ɪn'vestmənt/ inwestycja
investor /ɪn'vestə/ inwestor
make sb feel happier /ˌmeɪk ˌsʌmbədi fiːl 'hæpiə/ uszczęśliwić kogoś
pay /peɪ/ płacić
payer /'peɪə/ płatnik
payment /'peɪmənt/ płatność
perfume /'pɜːfjuːm/ perfumy
produce /prə'djuːs/ produkować
producer /prə'djuːsə/ producent
product /'prɒdʌkt/ produkt
purse /pɜːs/ portmonetka
recording studio /rɪ'kɔːdɪŋ ˌstjuːdiəʊ/ studio nagraniowe
sale /seɪl/ sprzedaż
sell /sel/ sprzedawać
seller /'selə/ sprzedający
toiletries /'tɔɪlətriz/ przybory toaletowe
trade (n, v) /treɪd/ handel; handlować
trader /'treɪdə/ handlarz
value /'væljuː/ wartość

7.4 Reading 4.52

account /ə'kaʊnt/ rachunek
available /ə'veɪləbəl/ dostępny
billionaire /ˌbɪljə'neə/ miliarder
bookstore /'bʊkstɔː/ księgarnia
checkout desk /'tʃek-aʊt ˌdesk/ kasa
complaint /kəm'pleɪnt/ zażalenie, reklamacja
customer /'kʌstəmə/ klient
delivery /dɪ'lɪvəri/ dostawa
employee /ɪm'plɔɪ-iː/ pracownik
entrepreneur /ˌɒntrəprə'nɜː/ przedsiębiorca
household name /ˌhaʊshəʊld 'neɪm/ powszechnie znana nazwa
immigrant /'ɪmɪgrənt/ imigrant
increase /'ɪnkriːs/ wzrost
order /'ɔːdə/ zamówienie
passenger /'pæsɪndʒə/ pasażer
passion /'pæʃən/ pasja, namiętność
queue /kjuː/ kolejka
request /rɪ'kwest/ zamówienie, prośba
rise /raɪz/ wzrost
ship /ʃɪp/ transportować
stepfather /'stepˌfɑːðə/ ojczym
unicyclist /'juːniˌsaɪklɪst/ rowerzysta na monocyklu

7.5 Grammar 4.53

advertising /'ædvətaɪzɪŋ/ reklama
ballet flats /'bæleɪ flæts/ baletki
boots /buːts/ buty (z cholewką)
disease /dɪ'ziːz/ choroba
flip-flops /'flɪp flɒps/ klapki, japonki
high heels /ˌhaɪ 'hiːəlz/ buty na wysokim obcasie
imagination /ɪˌmædʒɪ'neɪʃən/ wyobraźnia
knee-high /ˌniː 'haɪ/ do kolan
sandals /'sændəlz/ sandały
soil /sɔɪl/ gleba
trainers /'treɪnəz/ buty sportowe

7.6 Use of English 4.54

be kidding /bi 'kɪd ɪŋ/ żartować
cost a fortune /ˌkɒst ə 'fɔːtʃən/ kosztować majątek
street market /striːt 'mɑːkət/ rynek, targ uliczny

7.7 Writing 4.55

apologise /ə'pɒlədʒaɪz/ przepraszać
broken /'brəʊkən/ zepsuty
complain /kəm'pleɪn/ reklamować, składać zażalenie
damaged /'dæmɪdʒd/ uszkodzony
exchange sth for sth /ɪks'tʃeɪndʒ ˌsʌmθɪŋ fə ˌsʌmθɪŋ/ wymienić coś na coś
headphones /'hedfəʊnz/ słuchawki
postage /'pəʊstɪdʒ/ opłata pocztowa
receive /rɪ'siːv/ otrzymać, dostać
return /rɪ'tɜː(r)n/ zwrócić, np. produkt
sell-by date /'sel baɪ deɪt/ termin ważności
service /'sɜːvəs/ obsługa
some parts are missing /səm ˌpɑːts ə 'mɪsɪŋ/ brakuje niektórych części
subscription /səb'skrɪpʃən/ subskrypcja
swap /swɒp/ zamienić
wedding /'wedɪŋ/ wesele
zip /zɪp/ zamek błyskawiczny

7.8 Speaking 4.56

bother /'bɒðə/ przeszkadzać
cash /kæʃ/ gotówka
changing room /'tʃeɪndʒɪŋ ruːm/ przymierzalnia
faulty /'fɔːlti/ wadliwy
out of stock /ˌaʊt əv 'stɒk/ wyprzedany
reduced /rɪ'djuːst/ przeceniony
ripped /rɪpt/ rozdarty
sell out /ˌsel 'aʊt/ sprzedać się
size /saɪz/ rozmiar
try on /ˌtraɪ 'ɒn/ przymierzyć

SŁOWNICTWO I GRAMATYKA

1 Który wyraz nie pasuje do pozostałych wyrazów w danej grupie?

1 businessperson, employee, company director, entrepreneur
2 trader, entrepreneur, customer, investor
3 scruffy, cotton, cashmere, silk
4 smart, fashionable, original, denim
5 butcher's, stationer's, baker's, greengrocer's

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 Stanley has saved half of his [?] for a new computer. **EARN**
2 A modern water park was built last year, which was the best [?] in our city. **INVEST**
3 I don't use any cash. All my [?] are made by credit card. **PAY**
4 What company is the largest [?] of personal computers in the world? **PRODUCE**
5 This shop has had a [?] for two weeks. **SELL**
6 The factory tried to keep some [?] by offering them more money. **EMPLOY**

3 Przekształć zdania, zachowując ich sens.

1 How much does the factory pay the workers?
How much [?] the factory workers [?] ?
2 Farmers have never grown rice in this field.
Rice [?] never [?] in this field.
3 They have sold over 1,000 bikes so far this year.
Over 1,000 bikes [?] so far this year.
4 They keep their investments secret.
Their investments [?] secret.
5 He painted more than 100 pictures in this studio.
More than 100 pictures [?] in this studio.
6 When did they open their first shop?
When [?] their first shop [?] ?

4 Która z podanych opcji A–D poprawnie uzupełnia zdanie?

1 How [?] tablets do you own?' 'Just one.'
A any B few C much D many
2 There are [?] people in the queue. It's too long to wait.
A a lot of B lots C a little D lot
3 'I'm so hungry.' 'I have [?] biscuits in my bag. Would you like one?'
A very little B a few C too much D any
4 I think there is [?] advertising on TV. I can't stand it.
A too many B lots of C too much D a little
5 [?] homework do you get every day?
A How B How long C How many D How much
6 She's got [?] money to buy designer clothes, but she often goes window shopping.
A too little B too many C very few D any

ŚRODKI JĘZYKOWE

Tłumaczenie; test luk

5 Która z podanych opcji A–C jest poprawnym tłumaczeniem fragmentu podanego w nawiasie?

1 There (*jest niewiele*) [?] supermarkets in my neighbourhood.
A is little B aren't much C are few
2 If you haven't got money for an expensive jacket, you should try to (*złowić okazję*) [?] .
A pick up a bargain B have a sale C do some research
3 We need to find (*jakieś miejsce*) [?] to buy food.
A somewhere B anywhere C everywhere
4 (*Żaden*) [?] of their debtors have returned the money yet.
A No one B None C Anyone
5 The T-shirt didn't fit my brother, so I sent it back and asked for a (*zwrot pieniędzy*) [?] .
A receipt B refund C bonus

6 Przeczytaj tekst. Uzupełnij go, wpisując w każdą lukę (1–5) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga! Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

WSKAZÓWKA
Przeczytaj szybko cały tekst. Następnie przeczytaj bardzo uważnie zdania, w których występuje luka. Zastanów się, jaką częścią mowy jest brakujący wyraz. Jeśli jest to np. przymiotnik, pomyśl, od których słów w ramce można go utworzyć.
Po wpisaniu wyrazu w lukę przeczytaj całe zdanie i sprawdź, czy jest ono poprawne logicznie i gramatycznie. Na koniec przeczytaj pod tym kątem cały tekst.

go employ pay usual satisfy buy

Mystery shopping
– a type of market research

Kara, 19, a university student, has a very [1] [?] part-time job. She works as a mystery shopper. What does she do? One day she [2] [?] a pair of glasses at an optician's, another day she has a meal in a restaurant. She looks like an average customer, but after the visit she writes a report about the place and sends it to the company's office. This is how the shops and restaurants get information about their goods or services and whether anybody is not [3] [?] .

'It's the perfect job for me', explains Kara. [4] '[?] shopping has always been my hobby but I don't have much money to buy what I like. With this job I can have a free meal in an elegant restaurant or get some designer clothes. Mystery shopping also gives me something interesting to do at weekends and during my lunch hours.'

Market Force, the company which employs people like Kara, says: 'Mystery shoppers are paid once a month. To make sure that our [5] [?] are honest and reliable, we sometimes send a few shoppers to the same place'.

CZYTANIE

Wybór wielokrotny

7 Przeczytaj tekst. Które z podanych opcji A–D są poprawne?

THE HIGH STREET

Last summer I visited Britain. On the first day I needed some aspirin for my headache, so I asked the hotel owner where I could get some. She said: 'There's *a chemist's* on the high street.' I soon learned that a chemist's is what British people call *a pharmacy* and *high street* is called *main street* in America. That was a classic illustration of two nations divided by a common language.

The phrase *high street* is hardly ever explained to tourists because it is a part of everyday life in the UK. It means the main commercial street in every British town. What can be surprising is that a town's high street is not always the most important place in town and is not often called *High Street*, but has another official name.

In small villages, the high street has little more than a mail box, a newsagent's and a small supermarket. In a bigger town, you will find a chemist's, a DIY store, a pub and also traditional food shops like a butcher's or greengrocer's. In big cities, apart from pubs, clothes shops, toy shops, banks or an estate agent's line up on the high street. But there are not many vintage shops or fast food bars, unless they are part of big, multinational companies. This is because high street rents are usually the highest for businesses in the town.

Another surprise is *high street fashion*, which does not refer to the clothes that are sold in the high street shops – it only describes the clothes that are not too expensive but are fashionable. They are usually produced from good quality materials and you can find them everywhere, from big department stores to small local shops. Everyone can afford them.

Is *the high street* going to disappear from the British culture? I don't think so. Every year the competition for The Best High Street is announced. In 2016, there were 900 candidates. The title went to Blackburn, a big town in the north of England and one of my favorites.

1 The writer:
A is a British tourist to the USA.
B is an American tourist to the UK.
C runs a shop in the high street.
D lives in Blackburn.

2 What did the writer find out about *the high street*?
A It is the central part of every British town.
B Every high street looks the same.
C Most town sellers have their shops there.
D You can't have a fast food meal there.

3 *High street fashion* refers to:
A the most popular clothes.
B clothes on special offer.
C good quality brands.
D very expensive clothes.

4 In the text, the writer:
A gives the reasons for the differences between British and American English.
B invites people to go shopping in the high street.
C encourages towns to take part in the competition for the Best High Street.
D shares his/her discoveries about British culture.

MÓWIENIE

8 Pracując w parach, wykonajcie zadanie.

UCZEŃ A
Spędzasz wakacje u rodziny w Anglii. Chcesz kupić kuzynce prezent w sklepie z ubraniami. Rozmawiasz ze sprzedawcą na temat wyboru najlepszego prezentu. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

Element stroju	Sposób płatności
Styl, rozmiar	Możliwość zwrotu

UCZEŃ B
Pracujesz w sklepie z ubraniami. Uczeń A chce kupić prezent dla swojej kuzynki, ale nie jest pewien, co wybrać. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczynasz ty.

- *Can I help you?*
- *This is the (biggest/smallest) size we've got.*
- *How would you like to pay?*
- *Unfortunately, we can't give you a refund but we can exchange it for a different item.*
- *Make sure you keep the receipt.*

PISANIE

E-mail/List formalny

9 Zapisz w zeszycie, które problemy a–d mogą pojawić się przy zakupie produktów 1–4. Następnie, pracując w parach, dopiszcie po jeszcze jednym możliwym problemie do każdego produktu.

PRODUCTS	PROBLEMS
1 a box of chocolates	a Some pages are missing.
2 a book	b It has bad sound quality.
3 a pair of jeans	c They are past their sell-by date.
4 an MP3 player	d They shrank after the first wash.

10 Wybierz jeden z przedmiotów z ćwiczenia 9 i wykonaj zadanie.

Od twojego zakupu w sklepie internetowym minęło kilka tygodni. Pomimo zapewnień sprzedawcy, że paczka dotrze do ciebie w ciągu dwóch dni, czas oczekiwania był znacznie dłuższy. Po otwarciu paczki okazało się, że jest problem z zamówionym towarem. Napisz e-mail z reklamacją.
W swoim e-mailu:

- wyjaśnij, co i kiedy zostało kupione,
- poskarż się na nieterminowe dostarczenie przesyłki,
- opisz problem dotyczący otrzymanego towaru,
- przedstaw oczekiwany przez ciebie sposób rozwiązania problemu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

8 Well-being

A good laugh and a long sleep are the two best cures for anything.

An Irish proverb

8.1 VOCABULARY

Body parts • symptoms • health • phrasal verbs

I can use language related to wellness and illness.

SHOW WHAT YOU KNOW

1 In your notebook, write the body parts in order from head to toe in each set of words.

1 mouth forehead ear heart > *forehead ear mouth heart*
2 shoulder nose throat eyebrows
3 hip tongue back foot
4 chest lips eyelashes knee
5 tooth finger neck leg

2 SPEAKING Point to a part of your body and ask your partner to say the word.

3 SPEAKING Discuss the questions.

1 How many apps do you have on your phone?
2 What are the apps for and which ones do you use most?
3 What apps do you know of that help you keep fit and stay healthy?

4 Read the article. In your notebook, match headings A–E with paragraphs 1–5.

A Feel calmer
B Get the right music
C Stay well
D Keep fit
E Eat and drink the right things

5 SPEAKING Which apps would you like to use and why? Discuss with a partner.

APPS TO KEEP YOU FIT

Feel unhealthy or unfit? Need to lose weight? Stressed out? No worries – just get the right app!

Here are five types of app that will help to improve your general health and levels of fitness.

1 *B*

You'll find it easier to work out if you have the right tunes. **Fit radio** lets you choose your own playlist, for Zumba®, running or aerobics.

2 ?

Do you sometimes **feel dizzy** after doing exercise? Get an app that tells you to drink water before you pass out. Apps like **Fooducate** can also help you to make healthy food choices and cut out things that are bad for you. Scan a barcode and get nutritional information like how many calories it contains.

3 ?

Are those exams stressing you out? Does your **head hurt**? Get a mindfulness app like **Aura** and learn how to be calm. Meditation will reduce anxiety and stress.

4 ?

Everyone should exercise regularly. If you prefer to do your exercise outdoors, take up cycling. **Strava** can find you a route and track your distances. It can also check your pulse and heart rate.

5 ?

You've got **a temperature**, **a headache** and you've come out in a rash! Or maybe you've got **a cough**, **a sore throat** and **a pain in your chest**. **Symptomate** will tell you what the problem is and how to get over it. You know you're allergic to nuts, or you suffer from **a runny nose** in spring? Get **Allergy Alert** to keep track of your symptoms.

FOCUS ON WORDS | Symptoms

6 3.30 **In your notebook, complete the gaps with the words in red in the text. Then listen, check and repeat.**

1 I've got
- a *cough* .
- a [?] .
- a [?] nose.
- a [?] throat.
- a stomachache.
- a [?] .

2 I've got a pain in my
- [?] .
- right leg.
- shoulder.

3 I feel
- [?] .
- ill.
- sick.

4 My
- back
- [?] hurts.
- thumb

7 SPEAKING **Choose the correct option. In your notebook, write the questions. Then ask and answer the questions in pairs.**

1 When was the last time you felt *ill / runny*?
2 Does your *back / hair* hurt sometimes?
3 Does anything make you feel *allergic / dizzy*?
4 Have you ever had a pain in your *chest / cough*?
5 What do you do if you have a *sore throat / chest*?
6 Did you have a *weight / headache* yesterday?



FOCUS ON WORDS | Health

8 3.31 **In your notebook, complete the gaps with the base form of the verb in the underlined collocations in the text. Add a translation. Then listen, check and repeat**

1 *be* allergic to sth/asthmatic = [?]
2 [?] your pulse/your heart rate = [?]
3 [?] in a rash/spots = [?]
4 [?] fit/track of sth = [?]
5 [?] weight/your appetite = [?]
6 [?] choices/decisions = [?]
7 [?] anxiety/stress = [?]

9 SPEAKING **In your notebook, match the sentence halves. Do you agree with the statements? Discuss with a partner.**

1 The only way to lose
2 Children don't know how to make
3 It's important to keep
4 People usually come out in
5 If you are allergic
6 Most people don't know how to check

a healthy food choices.
b to nuts, you should tell everybody.
c weight is to eat less and exercise more!
d a rash because of something they've eaten.
e their pulse.
f track of the calories you eat in a day.

FOCUS ON WORDS | Phrasal verbs

10 3.32 **In your notebook, complete the gaps with the base form of the verb in the highlighted phrasal verbs in the text. Then listen, check and repeat.**

1 stop eating or doing sth = [?] **sth out**
2 recover from or get better after (an illness) = [?] **over sth**
3 faint or fall and be unable to move or feel anything = [?] **out**
4 make sb feel nervous or stressed = [?] **sb out**
5 to have an illness or a condition such as asthma = [?] **from sth**
6 start doing sth new = [?] **sth up**
7 do physical exercise = [?] **out**

11 **In your notebook, replace the underlined verb phrases with the phrasal verbs in Exercise 10 so that they have a similar meaning.**

1 I like <u>doing physical exercise</u> to music.
2 I've decided to <u>start</u> jogging.
3 I don't think I've ever <u>fainted</u>.
4 Fortunately, nobody in my family <u>has</u> asthma.
5 It always takes me a while to <u>recover from</u> a cold.
6 I don't really like meat so I'm going to <u>stop eating it</u>.
7 Exams always <u>make me feel nervous</u>.

12 SPEAKING **Read the sentences to each other. Are they true for your partner?**

8.2 GRAMMAR

Past Perfect

I can use the Past Perfect in a range of common situations.

1 Read Part 1 of a story about a very lucky footballer. What happened to Fabrice Muamba?

Part 1



Shauna Muamba was watching her fiancé play football on television with her three-year-old son Joshua and her mother when Josh said 'Mummy, Daddy is frozen.'

Bolton footballer, Fabrice Muamba, had fallen down on the pitch. 'He's probably passed out' Shauna's mother said.

But he hadn't fainted – he had had a heart attack.

Around the world, millions of people were watching the FA Cup match between Tottenham and Bolton. Everyone knew it was serious because he had fallen like a tree – he hadn't put out his arms, he'd just dropped to the ground. By the time the medical people got to him, his heart had stopped.

2 Read the GRAMMAR FOCUS and answer the questions.

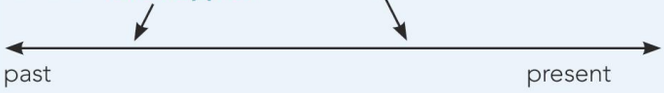
1 How do you form the Past Perfect?
2 When do you use the Past Perfect?
3 According to the text, what things had Fabrice Muamba done/not done before the medical people got to him?

GRAMMAR FOCUS

Past Perfect

You use the **Past Perfect** to make it clear that one past action happened before another past action.

By the time the medical team got to him, his heart had stopped.



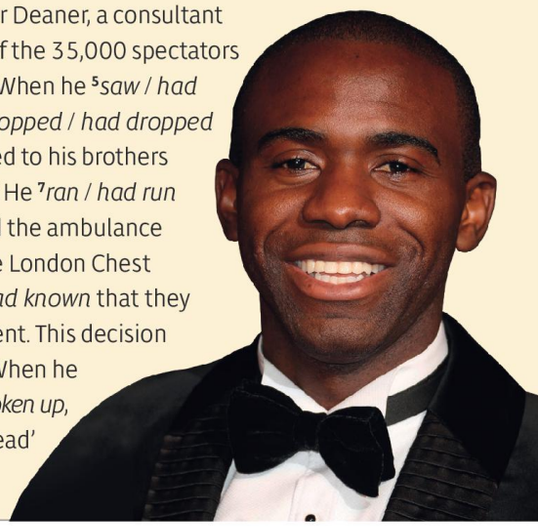
Note: *By the time* + Past Simple, Past Perfect.
Past Perfect: ***had*** + Past Participle

+	*I had ('d) worked.*
–	*He had not (hadn't) worked.*
?	*Had they worked?* *Yes, they had./No, they hadn't.*

3 Read Part 2 of the story. In your notebook, write the correct verb options. Who/What saved Fabrice Muamba's life?

Part 2

The Bolton physiotherapist [1]*was / had been* the first to notice that Muamba [2]*fell down / had fallen down*. He screamed, 'Get on the pitch, get on the pitch!' It [3]*was / had been* obvious that something serious [4]*happened / had happened*. But Muamba was lucky. Tottenham fan Dr Deaner, a consultant cardiologist, was one of the 35,000 spectators at the match that day. When he [5]*saw / had seen* that Muamba [6]*dropped / had dropped* to the ground, he turned to his brothers and said 'I should help'. He [7]*ran / had run* onto the pitch and told the ambulance to take Muamba to the London Chest Hospital. He [8]*knew / had known* that they had specialist equipment. This decision saved Muamba's life. When he finally [9]*woke up / had woken up*, he [10]*was / had been* 'dead' for 78 minutes.



4 Compare these sentence pairs. In each sentence, decide what happened first. Which sentences are true for you?

1 a When I got home yesterday, *my mum had made dinner*.
  b When I got home yesterday, my mum made dinner.
2 a When I got to school this morning, I had breakfast.
  b When I got to school this morning, I'd had breakfast.
3 a This lesson started when I arrived.
  b This lesson had started when I arrived.
4 a When the lesson began, I read about Fabrice Muamba.
  b When the lesson began, I had read about Fabrice Muamba.

5 In your notebook, write six Past Perfect sentences about yourself. Use *By the age of …* and verb phrases in the box or your own ideas.

learn how to read/swim/ski
buy (or get) my first phone/laptop/bike
go to the capital city/a foreign country/a live concert

By the age of six, I had learnt how to swim.
By the age of …

6 SPEAKING Read your sentences in Exercise 5 to your partner and find out how similar you are.

FOCUS VLOG About achievements

3.33 Listen to the Focus Vlog. What had the speakers learnt by the time they left school? Write the answers in your notebook.

Grammar page 137

8.3 LISTENING

Multiple choice

I can identify key details in a radio podcast.

1 SPEAKING **Discuss what you know about Central Park in New York.**

2 **Read US TODAY. Guess the missing numbers using the ones in the box. Which fact is the most interesting?**

(21 26 93 9,000)

3 3.34 **Listen to the introduction of a podcast about Central Park and check your ideas in Exercise 2. What other things can you do in Central Park?**

LISTENING FOCUS Multiple choice

4 3.35 **Listen to the complete podcast. For questions 1–6, choose the correct answer, A, B or C.**

1 The podcast presenter thinks Central Park is
A the busiest place in the world.
B like a garden for New Yorkers.
C a good place to enjoy city life.

2 Central Park is a good place to
A be alone.
B go shopping.
C keep fit.

3 The two French girls the presenter speaks to
A only have a few hours in New York.
B both want to spend all day in the park.
C don't want to do the same things.

4 The 'Team Central Park' runner is
A training for a marathon.
B not going to do a marathon.
C doing a 5K fun run.

5 The group of young people
A spend a lot of time in the park in summer.
B always bring a picnic.
C are not allowed to use skateboards.

6 The group of young people
A watch people playing Frisbee.
B ride bikes fast through the park.
C enjoy a lot of different things in the park.

5 SPEAKING **What's the biggest public park near you? Discuss the questions.**

1 What activities can you do in the park?
2 What kind of people use the park and when is it busiest?
3 How often do you go to the park and what do you do there?

US TODAY

CENTRAL PARK ...

- covers 6% of Manhattan
- welcomes 40 million visitors a year
- was designed by the winners of a competition in 1858
- took 20,000 workers 15 years to complete
- is six times bigger than Monaco
- has featured in over 350 movies
- includes: [1] ? kilometres of pathways to walk on, [2] ? benches to sit on, [3] ? playing fields, [4] ? playgrounds for children, 275 species of bird, 125 drinking fountains, and 36 bridges and arches



PRONUNCIATION FOCUS

6 3.36 **Listen and repeat the diphthongs.**

Diphthong	Example	Diphthong	Example
1 /eə/	air	5 /əʊ/	?
2 /eɪ/	?	6 /ɪə/	?
3 /ʊə/	?	7 /aɪ/	?
4 /ɔɪ/	?	8 /aʊ/	?

7 3.37 **In your notebook, complete the table in Exercise 6 with the words in the box. Then listen, check and repeat.**

(~~air~~ climb hear low noise out skate sure)

FOCUS ON WORDS | Places to do sport

8 3.38 **In your notebook, complete the gaps with the nouns in the box to make compound nouns. Then listen, check and repeat.**

(court pitch pool ring rink track)

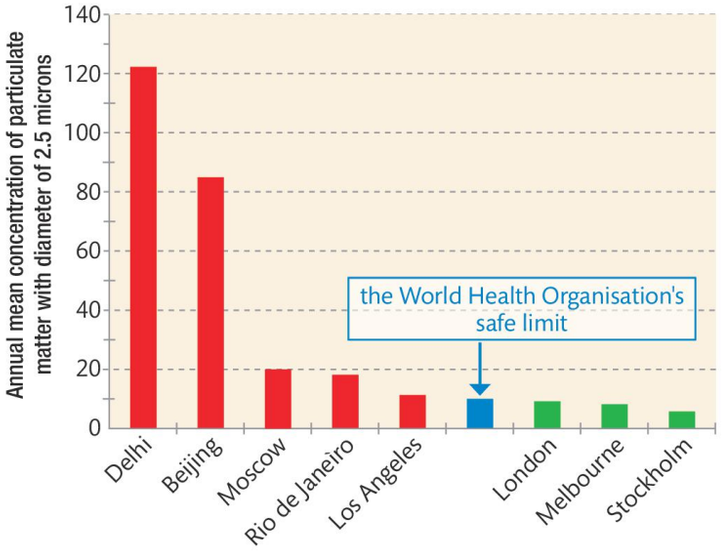
1 badminton/basketball/handball/tennis/volleyball ?
2 football/hockey/rugby ?
3 motor racing/running ?
4 skating/ice ?
5 swimming ?
6 boxing ?

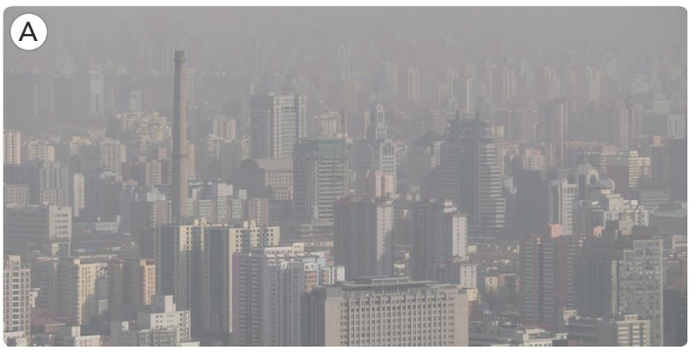
8.4 READING

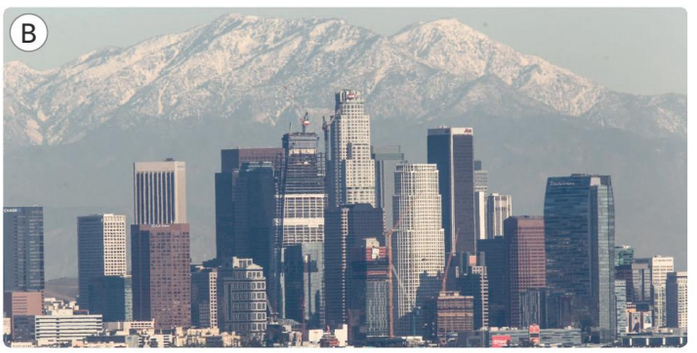
Answering questions

I can identify specific information in a short article.

1 **Look at the graph about air pollution. Which photo shows Los Angeles, which – Stockholm and which – Beijing?**









2 SPEAKING **Discuss what you know about:**

1 the causes of air pollution.
2 the health problems caused by air pollution.
3 ways of reducing air pollution.

3 **Read the text and check your ideas in Exercise 2. What do you think about the 'Smog Free Tower'?**

READING FOCUS Answering questions

4 **Read the text again and answer the questions.**

1 Who suffers most from worsening air pollution?
2 What sort of things do people do to avoid polluted air?
3 How does a 'Smog Free Tower' work?
4 What sort of things can you make with smog particles?
5 What motivated Roosegaarde to design the Smog Free Tower?
6 How does Roosengaarde's project develop?

FOCUS ON WORDS | Pollution

5 3.40 **In your notebook, complete the collocations with the words in blue in the text. Then listen, check and repeat.**

1 air ?
2 air ?
3 dust ?
4 exhaust ?
5 environmental ?
6 face ?
7 factory ?
8 smog ?
9 vacuum ?

6 **Answer the questions with words in Exercise 5.**

1 What is responsible for over three million deaths every year? *Air pollution*
2 What are the three main causes of smog in Beijing?
3 What do people wear to protect themselves from air pollution?
4 What does the 'Smog Free Tower' look like?
5 The designer says it is the biggest 'what' in the world?
6 What does the tower collect and store?
7 Which Chinese ministry wants to put towers in other cities?

7 SPEAKING **Which of these environmental problems affects the world, your country and you the most? Discuss with a partner.**

1 **air pollution** (smog from exhaust fumes, factory smoke, etc.)
2 **ocean and river pollution** (chemicals from factories or plastic)
3 **land pollution** (chemicals used in farming)

8 SPEAKING **In your notebook, list three things that you, your country or the world could do to solve some of the problems in exercise 7. Discuss as a class.**

You could use public transport more or walk or cycle to places …

The Tower That Sucks in Smog and Spits Out Clean Air

3.39

The city of Beijing has such a big problem with its air quality that there are days when you can't see the buildings on the other side of the street. According to Nature Magazine, air pollution is responsible for three million deaths per year, and most of these deaths are in Asia. More and more people suffer from chest pain and have difficulty breathing. Children and the elderly are most at risk.

The 'Smog' – a blend of the words 'smoke' and 'fog' – is mainly caused by car exhaust fumes, factory smoke and dust storms from local construction projects. To protect themselves from the unhealthy effects of pollution, people wear face masks and children play sports indoors.

Last week, a Smog Free Tower was erected in the arts district of Beijing. It is part of an air purifying project by Daan Roosegaarde from Holland and is designed to take in smog and release clean air. The seven-metre-high tower resembles the kind of air purifier you may have in your house. Roosegaarde describes it as the largest smog vacuum cleaner in the world.

The Smog Free Tower was created by Roosegaarde and a green tech company in the Netherlands. It runs on renewable power. Smog particles that are dangerous to health are collected and stored inside the tower. The tower then blows out cleaner air. Roosegaarde uses the collected smog particles to make jewellery. When you buy a Smog Free Ring or a pair of cufflinks, you buy 1,000 cubic metres of clean air.

Roosegaarde got the idea for the Smog Free Project when he visited Beijing in 2013. One day he looked out of his hotel window and he simply couldn't see anything. The city had disappeared under a thick layer of smog.

Roosegaarde's project has the support of the Chinese Ministry of Environmental Protection, who have requested towers in four other cities. Roosegaarde is planning to set up 800 of his giant air purifiers in parks all over China to raise awareness of the huge problem of pollution. He believes that both citizens and the government need to work together to fight pollution. His dream is that in ten to fifteen years from now, we won't need his towers anymore.





GLOSSARY

cufflinks – spinki do mankietów

FOCUS ON WORDS | Word families

9 3.41 **In your notebook, complete the table with the correct noun, verb or adjective in the text. Mark the stress. Then listen, check and repeat.**

Noun	Verb	Adjective
1 *construction*	construct	constructive
2 creation	?	creative
3 ?	pollute	polluted
4 ?	purify	pure
5 support	?	supportive

8.5 GRAMMAR

Reported Speech

I can make tense changes in reported speech.

1 Read the text and answer the questions.

1 What records has he broken?
2 What is his secret for a healthy life?



Stanislaw Kowalski

Stanislaw Kowalski has become the oldest person in Europe to run a 100-metre race. When he crossed the finishing line, the 104-year-old grandfather said that he felt like a new man. He said he wasn't surprised that he had lived to such an old age. He said he had always done everything he wanted to do and he had never been to the doctor's. He also said that he had cycled or walked 10 km to work every day of his working life. He told reporters that he was looking forward to breaking the world record for the 60-metre race, which he actually did half a year later.

2 Compare the Direct Speech 1–6 below with the Reported Speech in blue in the text. What changes are there to the verb forms and pronouns?

1 'I feel like a new man.'
2 'I'm not surprised that I've lived to such an old age.'
3 'I've always done everything I want to do.'
4 'I've never been to the doctor's.'
5 'I cycled or walked 10 km to work every day.'
6 'I am looking forward to breaking the world record.'

3 Read the GRAMMAR FOCUS. Which verb forms complete the examples correctly?

GRAMMAR FOCUS

Reported Speech

In Reported Speech verb forms and pronouns change depending on the context.

Direct Speech	→ Reported Speech
Present Simple *'I **work**,' she said.*	→ Past Simple *She said she **worked**.*
Present Continuous *'He's **working**,' we said.*	→ Past Continuous *We said he [1] ? .*
Present Perfect *'We**'ve worked**,' he said.*	→ Past Perfect *He said they [2] ? .*
Past Simple *'She **worked**,' they said.*	→ Past Perfect *They said she [3] ? .*

REMEMBER THIS

***Say* + (that) something**
He said that he felt like a new man.
***Tell* + somebody + (that) something**
He told reporters that he was looking forward to breaking the world record.

4 Read the text. In your notebook, rewrite sentences A–G in Reported Speech and use them to complete the text. Why didn't the officials believe Dharam?

A I am 119 years old. = *He said he was 119 years old.*
B He can't prove his age.
C My secret is cow's milk.
D Singh is lying about his age.
E I am not only the oldest athlete in the world.
F We understand that he has never known his real age.
G I think the people who have accused me of lying are jealous.

Dharam Pal Singh

When Dharam Pal Singh, a farmer from India, entered an Australian Athletics competition, he told the officials that [1] *he was 119 years old*. He said that [2] ? , but he was also the oldest man in the world. The officials told reporters that [3] ? . They said that Singh had never had a birth certificate so [4] ? . They said that they liked him, and [5] ? . Singh said that [6] ? of his health and his running ability. He told reporters that [7] ? , herbal chutney and fruit.

5 Which option is correct?

1 My teacher *said* / *told* me I wasn't concentrating.
2 He *said* / *told* I looked tired.
3 I *said* / *told* him that I hadn't slept very well.
4 I *said* / *told* I had watched a really scary film.
5 I *said* / *told* him that was why I hadn't done my homework.
6 He *said* / *told* I'd used that excuse before!

6 In your notebook, rewrite the sentences in Exercise 5 in Direct Speech.

1 You aren't concentrating.

7 SPEAKING Follow the instructions to complete the task.

1 Tell your partner five true facts about yourself. Use some of the 'facts' in the box or your own ideas.

I am/am not tired I can/can't snowboard
I like/don't like politics
I've been/haven't been to London
I'm going out/not going out tonight
I watched/didn't watch TV last night

2 Your partner then reports back. How many facts can your partner remember correctly?

A: You said you could snowboard.
B: Yes, that's right.
A: You said you liked politics.
B: No, I said I didn't like politics.

Grammar page 138

8.6 USE OF ENGLISH

Phrasal verbs

I can correctly use a range of common phrasal verbs.

1 SPEAKING **Look at the photo. Jenny and her mum have just moved to a new town. Try to answer the questions.**

1 Why is Jenny so worried/stressed?
2 What do you think her mum is telling her?
3 How would you feel if you had to start a new school now?

2 3.42 **Listen and check your ideas in Exercise 1. Does the conversation end positively?**

3 3.42 **Listen again and answer the questions with *Jenny* or *Mum*.**

Who …
1 says she has fallen behind?
2 seems negative and puts herself down?
3 feels that she doesn't fit in?
4 promises to figure things out for herself?
5 thinks it's good to talk things over?
6 doesn't like the situation but says she'll get through it?
7 needs to catch up on her work?
8 says they have to get on with life?

4 **Read the LANGUAGE FOCUS. Decide whether the phrasal verbs in blue in Exercise 3 are type 1, type 2 or type 3.**

LANGUAGE FOCUS

Phrasal verbs

A phrasal verb is a verb + particle(s). There are three basic types of phrasal verb.

1 Verb + particle
It's difficult to join in.

2 Verb + object + particle
I can hand an essay in and *I can hand it in.*
I can hand in an essay but NOT ~~*I can hand in it.*~~

3 Verb + particle + object
I want to go over some lessons and *I want to go over them.*

Note: A few phrasal verbs take two particles.
We just have to get on with life.

5 **In your notebook, put the words in brackets in the correct order to complete the sentences. Which sentences are true for you?**

1 I often stayed with my grandparents when I was a child – they [?] (after/looked/me).
2 I've missed several weeks of my favourite TV series – I need to [?] (it/up/on/catch).
3 I don't like doing after-school activities – I never [?] for/up/sign/them).
4 I guessed all the answers in my last exam – I don't know how I [?] (it/got/through).
5 I don't like arguing with my friends – I prefer to [?] (talk/over/it).
6 My parents always encourage me – they never [?] (me/down/put).



6 USE OF ENGLISH **Which word, A, B or C, completes both questions in each pair?**

1 How well do you deal [?] difficult problems?
Are you good at coping [?] extreme pain?
A with B in C out
2 How long does it take you to get [?] a cold?
Do you always go [?] your homework before you hand it in?
A into B over C through
3 How do you get [?] with your neighbours?
If you have a problem, who can you rely [?] ?
A off B away C on
4 Do you give [?] easily when things get difficult?
What time do you normally turn [?] for school?
A up B after C with

7 SPEAKING **In pairs, ask and answer the questions in Exercise 6.**

Use of English page 139

8.7

WRITING

A reader's comment

I can write a simple online posting giving opinions.

Newsfocus.com: Daily Discussion

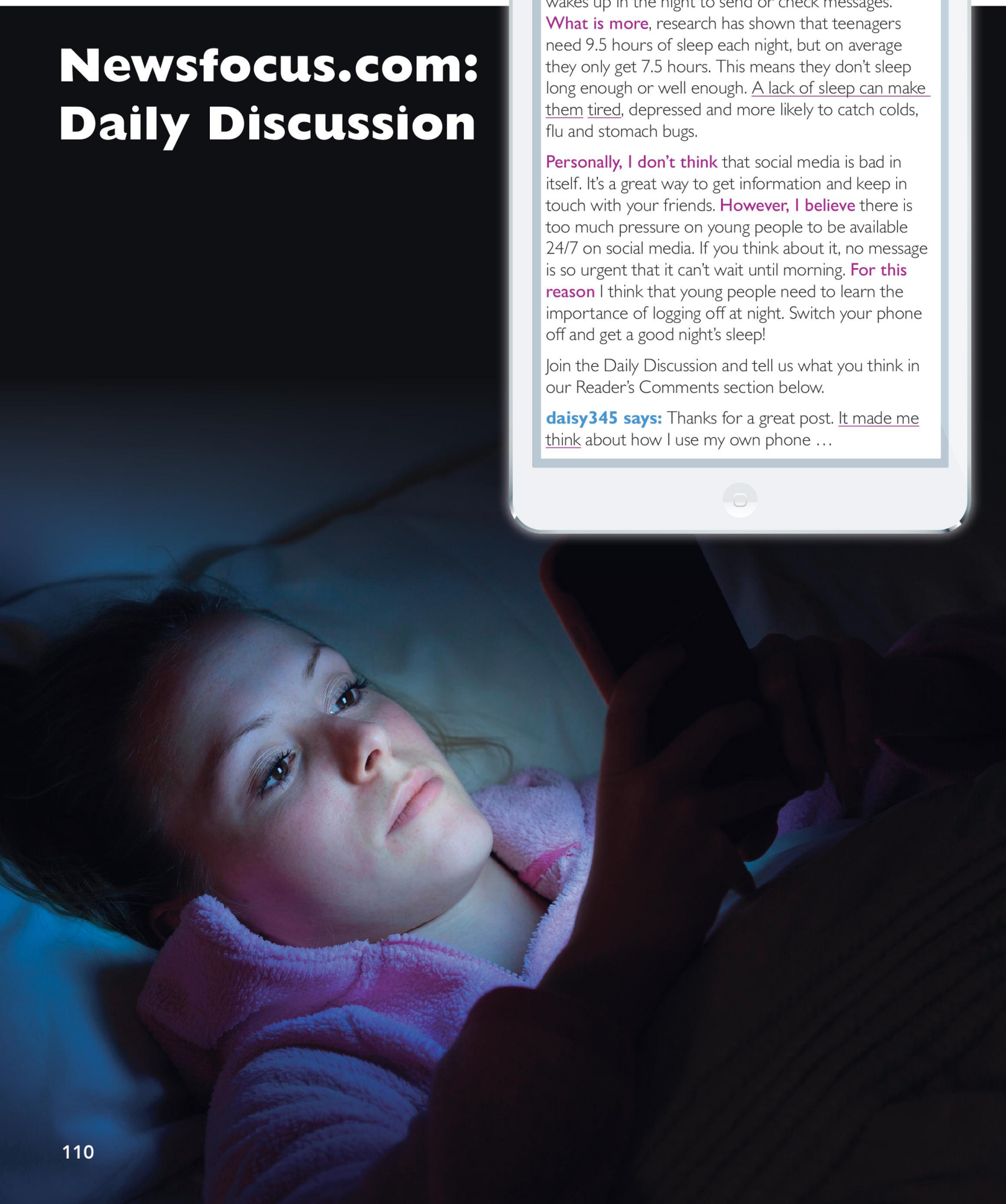
Is social media making you lose sleep?

A new study has found that one in five young people wakes up in the night to send or check messages. **What is more**, research has shown that teenagers need 9.5 hours of sleep each night, but on average they only get 7.5 hours. This means they don't sleep long enough or well enough. A lack of sleep can make them tired, depressed and more likely to catch colds, flu and stomach bugs.

Personally, I don't think that social media is bad in itself. It's a great way to get information and keep in touch with your friends. **However, I believe** there is too much pressure on young people to be available 24/7 on social media. If you think about it, no message is so urgent that it can't wait until morning. **For this reason** I think that young people need to learn the importance of logging off at night. Switch your phone off and get a good night's sleep!

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

daisy345 says: Thanks for a great post. It made me think about how I use my own phone …



1 SPEAKING **Discuss the question on the online forum page. Then read the post and decide whether you agree or disagree with the views expressed.**

2 **Read the WRITING FOCUS. Which linkers in purple from the article in Exercise 1 complete the examples correctly?**

WRITING FOCUS

A reader's comment

When you give your opinion in a piece of writing such as a reader's comment, use linkers to:

- give an opinion: *I think …/*[1]*Personally, I don't think*
- add further points: *In fact, …/I also agree that …/ I also think that …/*[2] ?
- give an opposite opinion: *On the other hand, I strongly disagree …/*[3] ?
- conclude: *Therefore …/So …/That's why …/* [4] ?

3 **In your notebook, complete the reader's comment on the post in Exercise 1 with appropriate phrases in the WRITING FOCUS.**

daisy345 says: Thanks for a great post. It made me think about how I use my own phone. [1]P*ersonally*, I b? t? social media is a fantastic tool for sharing information and staying in touch with friends. I can communicate with my friends when I'm not with them. [2]W? i? m?, I never feel alone. [3]H?, sometimes I can't concentrate on my homework. If I get a message, I can't wait – I have to answer it immediately. [4]F? t? r?, I sometimes wake up in the night to answer a message or look at a post. Then I start looking on the Internet and I can't get back to sleep. [5]S?, I end up feeling really tired and bad-tempered. On the one hand, I know I should ignore my phone at night, but [6]o? t? o? h?, I don't want my friends to think I'm ignoring them!

4 **Look at a summary of opinions expressed by both writers. Then answer the questions.**

SUMMARY

- Social media is a good thing and has lots of benefits
- Checking your phone at night is not good for you
- It's impossible to ignore your phone

1 Which two opinions do both writers agree on?
2 Which opinion do they disagree about?
3 Who do you agree with and why?

5 **Read the LANGUAGE FOCUS. Which sentences underlined in the text in Exercise 1 complete the examples correctly?**

LANGUAGE FOCUS

Structures with *make*

Make always takes an object and either the infinitive without *to*, an adjective or a noun.

- ***make* + object + infinitive without *to***
  [1] ?
- ***make* + object + adjective/noun**
  [2] ?

6 **In your notebook, put the object in brackets in the correct place in a sentence. Which sentences are true for you?**

1 I think smartphones make easier. (everybody's life)
2 I like posting things that make laugh. (my friends)
3 My parents make switch my phone off at night. (me)
4 If I can't check my phone regularly, it makes anxious. (me)
5 Teachers make put our phones on silent in class. (us)
6 I think smartphones make a better place. (the world)

SHOW WHAT YOU'VE LEARNT

7 **Read the text. Then do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Newsfocus.con: Daily Discussion

Does social media make you happy?

The answer is probably not. A recent survey found that one in five people say they feel depressed when they use social media. Academic research suggests that regular use leads to feelings of anxiety, stress and poor sleep. We use social media to present a false picture of our lives – like a movie of the life we'd like to live rather than the one we're actually living. If we post something and don't get enough 'shares' or 'likes', it makes us feel bad or unloved. What is more, teenagers are losing the ability to communicate face-to-face. Social media is addictive, and like all drugs, it is doing us more harm than good. Just say no!

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

Na stronie internetowej serwisu informacyjnego znajdujesz powyższy artykuł. Napisz komentarz.

W swoim komentarzu:

- wyraź swoją opinię o artykule,
- napisz, z czym się zgadzasz i dlaczego,
- napisz, z czym się nie zgadzasz i dlaczego,
- opisz swoje wnioski.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość komentarza powinna wynosić od 80 do 130 słów.

8.8 SPEAKING

Describing symptoms to a doctor; formulating diagnosis and treatment

I can describe basic symptoms to a doctor.

1 In your notebook, complete the sentences with the words in the box.

arm	back	chest
a cough	dizzy	foot
ill	indigestion	left leg
neck	a runny nose	shoulder
sick	a sore throat	a temperature
thumb	very well	

1 I've got [?] .
2 I've got a pain in my [?] ./My [?] hurts.
3 I feel [?] .

2 3.43 Read the dialogue. In your notebook, write the correct options. Then listen and check.

Doctor: Hello, Andrew. What's the problem?
Andrew: I've got a [1]*pain / sore* in my chest.
Doctor: I see. And when did it start?
Andrew: A few days ago.
Doctor: Do you have any other [2]*sicknesses / symptoms*?
Andrew: Yes, sometimes my stomach [3]*hurts / is dizzy*.
Doctor: And how are you feeling now? Have you got a headache? Do you [4]*have / feel* dizzy?
Andrew: No, I feel okay. But when I have a stomachache I feel a bit [5]*sick / hurt*.
Doctor: I see. And do you have this [6]*illness / pain* all the time?
Andrew: No, I get it in the evening after dinner, and sometimes after lunch.
Doctor: Aha. Okay, I'm going to examine you.

3 3.44 Read and listen to Part 2 of the dialogue and answer the questions.

1 What does Andrew think the problem is?
2 What does the doctor think the problem is?
3 What does the doctor suggest?

Doctor: Now … Breathe in and out for me. Good, thank you. Now, open wide – hmm, that looks fine. Right, I'm just going to take your temperature … Okay, that seems normal. Now lie down, please. If I push here, does it hurt?
Andrew: Ow. A little bit. Do you think it's my heart, doctor?
Doctor: Your heart! Why would it be your heart? You're sixteen years old.
Andrew: My mum says I eat the wrong things and I eat too quickly and she thinks I'll have a heart attack before I'm twenty.
Doctor: I see. Well, your heart is fine. We don't need to operate just yet. I think you've got indigestion. But your mother's right – you need to eat more slowly, and you should drink more water. I'm going to give you a prescription – take one tablet after each meal. Make another appointment to see me in a month.
Andrew: Aren't you going to do a blood test?
Doctor: No, I don't think that's necessary.
Andrew: Oh good, thank you very much.



4 Which verbs in Part 2 of the dialogue complete the SPEAKING FOCUS correctly?

SPEAKING FOCUS

Diagnosis

When did the pain start?
I'm going to examine you/[1]*take your temperature*
I'm going to [2] [?] a blood test …
Breathe in and out.
[3] [?] wide
Lie down, please.
If I press here, does it hurt?
I think you've got indigestion/flu/an infection/a virus …
You're probably allergic to …

Treatment

You should eat more slowly/go on a diet.
You need to drink more water.
I'm going to [4] [?] you a prescription.
I'm going to [5] [?] an appointment for you (e.g. to see the specialist).
[6] [?] one tablet after each meal.

5 SPEAKING Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

Student A: You're a student. You are doing a language course in the UK. You fall ill and go to see a doctor. Tell the doctor your symptoms and answer any questions.

Student B: You're a doctor. Your patient is a foreign student. Find out about his/her symptoms, ask questions and give advice.

6 SPEAKING Practise your dialogue. Then act it out to the class.

8.1 Vocabulary 4.57

barcode /'bɑː ˌkəʊd/ kod kreskowy
be allergic to /ˌbi ə'lɜːdʒɪk tə/ mieć alergię na
be asthmatic /ˌbi æs'mætɪk/ mieć astmę
check your pulse/heart rate /ˌtʃek ˌsʌmbədiz 'pʌls/'hɑːt reɪt/ zmierzyć tętno
come out in a rash/in spots /ˌkʌm ˌaʊt ɪn ə 'ræʃ/ ɪn 'spɒts/ dostać wysypki
cough /kɒf/ kaszel
cut sth out /ˌkʌt ˌsʌmθɪŋ 'aʊt/ wyeliminować
cycling /'saɪklɪŋ/ kolarstwo
feel dizzy /ˌfiːl 'dɪzi/ mieć zawroty głowy
feel ill /ˌfiːl 'ɪl/ źle się czuć
feel sick /ˌfiːl 'sɪk/ mieć mdłości
headache /'hedeɪk/ ból głowy
healthy choices/decisions /ˌhelθi 'tʃɔɪsɪz/ dɪ'sɪʒənz/ zdrowe wybory/decyzje
hurt /hɜːt/ boleć
keep fit /ˌkiːp 'fɪt/ utrzymywać formę
keep track of /ˌkiːp 'træk əv/ monitorować
lose appetite /ˌluːz 'æpətaɪt/ stracić apetyt
lose weight /ˌluːz 'weɪt/ schudnąć
make choices /ˌmeɪk 'tʃɔɪsɪz/ dokonywać wyborów
my back/head/thumb hurts /maɪ ˌbæk/ ˌhed/ˌθʌm 'hɜːts/ bolą mnie plecy / boli mnie głowa/kciuk
pain in the chest/leg/shoulder /ˌpeɪn ɪn ðə 'tʃest/'leg/'ʃəʊldə/ ból w klatce piersiowej/nodze/barku
pass out/faint /ˌpɑːs 'aʊt/feɪnt/ zemdleć
recover from/get over an illness /rɪ'kʌvə frəm / ˌget ˌəʊvər ən 'ɪlnəs/ dojść do siebie po chorobie
reduce anxiety/stress /rɪˌdjuːs æŋ'zaɪəti/ 'stres/ łagodzić niepokój/stress
runny nose /ˌrʌni 'nəʊz/ katar
sore throat /ˌsɔː 'θrəʊt/ ból gardła
stomachache /'stʌməkeɪk/ ból brzucha
stress out /ˌstres 'aʊt/ ze/stresować
suffer from /'sʌfə ˌfrəm/ cierpieć na
take sth up /ˌteɪk ˌsʌmθɪŋ 'ʌp/ zainteresować się czymś, zacząć uprawiać (np. sport)
temperature /'temprətʃə/ gorączka
work out /ˌwɜːk 'aʊt/ trenować, ćwiczyć (np. na siłowni)

8.2 Grammar 4.58

ambulance /'æmbjələns/ karetka
capital city /ˌkæpətl 'sɪti/ stolica
cardiologist /ˌkɑːdi'ɒlədʒɪst/ kardiolog
drop /drɒp/ upadać
equipment /ɪ'kwɪpmənt/ wyposażenie
fiancé /fi'ɒnseɪ/ narzeczony
frozen /'frəʊzən/ zamarły w bezruchu
heart attack /'hɑːt əˌtæk/ zawał
physiotherapist /ˌfɪziəʊ'θerəpɪst/ fizjoterapeuta
pitch /pɪtʃ/ boisko
put out your arms /ˌpʊt ˌaʊt jɔːr 'ɑːmz/ wystawić ręce
spectator /spek'teɪtə/ widz

8.3 Listening 4.59

arch /ɑːtʃ/ łuk
badminton court /'bædmɪntən kɔːt/ boisko do gry w badmintona
basketball court /'bɑːskɪtbɔːl kɔːt/ boisko do gry w koszykówkę
bench /bentʃ/ ławka
boxing ring /'bɒksɪŋ rɪŋ/ ring bokserski
bridge /brɪdʒ/ most
climbing /'klaɪmɪŋ/ wspinaczka
football pitch /'fʊtbɔːl pɪtʃ/ boisko do gry w piłkę nożną
fountain /'faʊntɪn/ fontanna
handball court /'hændbɔːl kɔːt/ boisko do gry w piłkę ręczną
hockey pitch /'hɒki pɪtʃ/ boisko do gry w hokeja
horse riding /'hɔːs ˌraɪdɪŋ/ jazda konna
ice rink /'aɪs ˌrɪŋk/ lodowisko
marathon /'mærəθən/ bieg maratoński
motor racing track /'məʊtə 'reɪsɪŋ træk/ tor wyścigowy
pathway /'pɑːθweɪ/ ścieżka
playground /'pleɪgraʊnd/ plac zabaw
rugby pitch /'rʌgbi pɪtʃ/ boisko do gry w rugby
running track /'rʌnɪŋ træk/ bieżnia
skateboard /'skeɪtbɔːd/ deskorolka
skating rink /'skeɪtɪŋ ˌrɪŋk/ lodowisko do jazdy na łyżwach
species /'spiːʃiːz/ gatunek, gatunki
swimming pool /'swɪmɪŋ puːl/ basen
tennis court /'tenɪs kɔːt/ kort tenisowy
volleyball court /'vɒlibɔːl kɔːt/ boisko do gry w siatkówkę

8.4 Reading 4.60

(air) pollution /'eə pəˌluːʃən/ zanieczyszczenie (powietrza)
air purifier /'eə ˌpjʊərəfaɪə/ oczyszczacz powietrza
at risk /ət rɪsk/ zagrożony
blow out /ˌbləʊ 'aʊt/ wydmuchiwać
citizen /'sɪtəzən/ obywatel
construct /kən'strʌkt/ budować
construction /kən'strʌkʃən/ budowa
constructive /kən'strʌktɪv/ konstruktywny
create /kri'eɪt/ tworzyć
creation /kri'eɪʃən/ utworzenie
cufflinks /'kʌf lɪŋks/ spinki do mankietów
dust storm /'dʌst ˌstɔːm/ kurzawa
environmental protection /ɪnˌvaɪrənˌmentl prə'tekʃən/ ochrona środowiska
exhaust fumes /ɪg'zɔːst fjuːmz/ spaliny
face mask /'feɪs mɑːsk/ maska na twarz
factory smoke /'fæktəri sməʊk/ dym z fabryk
fight /faɪt/ zwalczać
government /'gʌvənmənt/ rząd
pollute /pə'luːt/ zanieczyszczać
pure /pjʊə/ czysty
purification /ˌpjʊərɪfə'keɪʃən/ oczyszczanie
purify /'pjʊərɪfaɪ/ oczyszczać
smog particle /smɒg pɑːtɪkəl/ drobina smogu
support (n, v) /sə'pɔːt/ wsparcie; wspierać
supportive /sə'pɔːtɪv/ pomocny
tower /'taʊə/ wieża
vacuum cleaner /'vækjuəm ˌkliːnə/ odkurzacz

8.5 Grammar 4.61

birth certificate /'bɜːθ səˌtɪfɪkət/ świadectwo urodzenia
break a record /ˌbreɪk ə 'rekɔːd/ pobić rekord
chutney /'tʃʌtni/ ostry sos korzenny używany w kuchni indyjskiej
herbal /'hɜːbəl/ ziołowy
old age /ˌəʊld 'eɪdʒ/ starość

8.6 Use of English 4.62

catch up on /ˌkætʃ 'ʌp ɒn/ nadrobić zaległości w
cope with /'kəʊp wɪð/ radzić sobie z
fall behind /ˌfɔːl bɪ'haɪnd/ narobić sobie zaległości
figure out /ˌfɪgər 'aʊt/ zrozumieć
fit in /ˌfɪt 'ɪn/ pasować
get on with /ˌget 'ɒn wɪð/ kontynuować
get through /ˌget 'θruː/ przetrwać
go over /ˌgəʊ 'əʊvə/ przestudiować
join in /ˌdʒɔɪn 'ɪn/ przyłączyć się
put sb down /ˌpʊt ˌsʌmbədi 'daʊn/ poniżać kogoś
sign up /ˌsaɪn 'ʌp/ zapisać się
talk sth over /ˌtɔːk ˌsʌmθɪŋ 'əʊvə/ omawiać coś

8.7 Writing 4.63

addictive /ə'dɪktɪv/ uzależniający
bad-tempered /ˌbæd 'tempəd/ w złym humorze
do harm /ˌduː 'hɑːm/ zaszkodzić
importance /ɪm'pɔːtəns/ waga, znaczenie
pressure /'preʃə/ nacisk, presja
stay in touch /ˌsteɪ ɪn 'tʌtʃ/ utrzymywać kontakt
switch off /ˌswɪtʃ 'ɒf/ wyłączyć
therefore /'ðeəfɔː/ dlatego (też)
urgent /'ɜːdʒənt/ pilny
what is more /ˌwɒt ɪs 'mɔː/ co więcej

8.8 Speaking 4.64

blood test /'blʌd ˌtest/ badanie krwi
breathe in /ˌbriːð 'ɪn/ wdychać
breathe out /ˌbriːð 'aʊt/ wydychać
examine /ɪg'zæmɪn/ zbadać
flu /fluː/ grypa
go on a diet /ˌgəʊ ɒn ə 'daɪət/ przejść na dietę
indigestion /ˌɪndɪ'dʒestʃən/ niestrawność
lie down /ˌlaɪ 'daʊn/ położyć się
make an appointment /ˌmeɪk ən ə'pɔɪntmənt/ umówić się na wizytę
meal /miːl/ posiłek
prescription /prɪ'skrɪpʃən/ recepta
press /pres/ nacisnąć
tablet /'tæblət/ tabletka
take sb's temperature /ˌteɪk ˌsʌmbədiz 'temprətʃə/ zmierzyć komuś temperaturę
virus /'vaɪərəs/ wirus

SŁOWNICTWO I GRAMATYKA

1 Wybierz właściwy wyraz.

1 The doctor took my *stomachache / thumb / temperature*.
2 I've never been *allergic / ill / dizzy* to dust.
3 Tim's had an awful *sick / chest / cough* for two weeks.
4 An indoor skating *ring / rink / pool* has been built in our town.
5 When they saw Sarah *pass / hang / find* out during the match, they called an ambulance.
6 By the time Mark *suffered from / worked out / got over* indigestion, he hadn't eaten anything.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 We should use public transport to reduce air [?] . **POLLUTE**
2 Centuries ago people could drink [?] water from streams and rivers. **PURIFY**
3 There are a lot of [?] about too much noise in the city centre. **COMPLAIN**
4 My doctor has got a lot of patients because she is really [?] . SUPPORT
5 Chris has to make an important [?] about which team he wants to play for. **CHOOSE**

3 Przekształć zdania, zachowując ich sens. Użyj odpowiednich form czasów przeszłych.

1 I had a fast heart rate for three days, so I went to see my doctor.
Before I [?] to see my doctor, I [?] a fast heart rate for three days.
2 The doctor advised Helen to lose weight, so she started to work out in the gym.
Helen [?] to work out in the gym after the doctor [?] her to lose weight.
3 The teacher figured the problem out and then everybody arrived.
By the time everybody [?] , the teacher [?] the problem out.
4 Josh ate a piece of nut cake and came out in spots.
After Josh [?] a piece of nut cake, he [?] in spots.
5 Gustave Eiffel created hundreds of metal constructions all around the world. He died in 1923.
Before Gustave Eiffel [?] in 1923, he [?] hundreds of metal constructions all around the world.

4 Przekształć zdania, zachowując ich sens. Użyj form mowy zależnej.

1 'I feel ill,' said Eva. Eva said [?] .
2 'Every visit to the dentist makes me feel stressed', said Ann. Ann said that [?] .
3 'Steve joined in the race', said Jo.
Jo told me that [?] .
4 'People in the capital city are wearing face masks today', said the minister.
The minister said that [?] that day.
5 'I didn't go out last night', she said.
She said [?] .

ŚRODKI JĘZYKOWE

Uzupełnianie luk; parafraza zdań

5 Uzupełnij dialog. Wpisz w każdą lukę (1–5) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.

X: Mum, I don't feel very well. Can I stay at home today?
Y: Oh dear! What's the matter?
X: Can't you hear? [1] (**sore**) [?] . I can hardly speak.
Y: Let me have a look. Open your mouth. Oh, yes. It looks very red. I'm going to call the surgery and [2] (**appointment**) [?] a doctor for you.
X: OK. So can I stay at home then? Just for today?
Y: All right then. But you'll have to [3] (**catch**) [?] the schoolwork. And you could work a bit more on your essay while you're at home.
X: That can wait, Mum. We don't have to [4] (**in**) [?] until next Friday.
Y: Oh, James. You always say you've got plenty of time and then complain that all these exams and homework [5] (**stress**) [?] .
X: OK, OK, Mum, I'll go over my essay today then.

6 Która z podanych opcji A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?

1 I don't have much time to <u>hang out</u> with my friends.
A spend time
B do sports
C discover new places

2 Daria's been in our group for two weeks and <u>she's fitted in</u> already.
A she's made new friends
B she's been accepted
C she's become the group leader

3 The government <u>figured out</u> why there was so much air pollution.
A discussed
B understood
C reported

4 Doing some aerobic activities will help you reduce <u>anxiety</u>.
A body weight
B allergy
C nervousness

5 <u>Exhaust fumes</u> from vehicle engines cause great damage to the environment.
A dust storms
B smog particles
C waste gases

SŁUCHANIE

Wybór wielokrotny

7 3.45 **Usłyszysz dwukrotnie sześć wypowiedzi. Która z podanych opcji A–C jest zgodna z treścią nagrania?**

WSKAZÓWKA
Pamiętaj, że w przypadku pytań o kontekst odpowiedź można wywnioskować z całej wypowiedzi.

1 The conversation takes place:
A at a health centre reception.
B in a hospital corridor.
C in a doctor's surgery.
2 The speaker is:
A the Town Mayor. B a doctor.
C a radio presenter.
3 How will the boy get home?
A By bus. B By car. C On foot.
4 The woman is:
A explaining something. B supporting someone.
C asking people to do something.
5 How much time do young people spend on social networking sites?
A Three hours a day or more. B Fifteen hours a day.
C All day long.
6 The text does not mention:
A where the place is located.
B where the visitors can stay.
C how the temperature is kept constant inside.

MÓWIENIE

8 Utwórz pytania, łącząc początki 1–4 z odpowiednimi zakończeniami a–d. Zapisz pytania w zeszycie. Następnie odpowiedzcie na nie, pracując w parach.

1 Would you like to be
2 Do you use
3 What qualities do you need
4 What would you do

a to be a doctor?
b food apps? Why?/Why not?
c if you wanted to lose weight?
d a professional sportsperson? Why?/Why not?

9 Pracując w parach, wykonajcie zadanie.

Popatrz na plakaty A i B.

Jesteś na kilkumiesięcznym stypendium w angielskiej szkole. Władze miasta, w którym mieszkasz, w ramach obchodów Światowego Dnia Zdrowia chcą zorganizować kampanię promującą zdrowy styl życia. Bierzesz udział w ankiecie, a twoim zadaniem jest ocena dwóch propozycji plakatu.

- Wybierz plakat, który twoim zdaniem jest bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





10 Pracując w parach, odpowiedzcie na pytania.

1 Does social media help its users have an active lifestyle? Why?/Why not?
2 Why are food apps so popular?
3 What could you do to make your diet healthier?
4 What could we do to make the air less polluted?

PISANIE

Komentarz/Wpis na forum

11 Przeczytaj zadanie. W jakiej kolejności powinny pojawić się na forum internetowym informacje zawarte w poniższych podpunktach?

W anglojęzycznym magazynie znajdujesz artykuł, którego autor krytykuje niezdrowe nawyki żywieniowe młodych ludzi. Napisz komentarz na forum internetowym.
W komentarzu:

- przedstaw własną opinię popartą przykładami,
- wyjaśnij, do jakiego artykułu się odnosisz,
- zachęć czytelników do podjęcia dyskusji,
- przedstaw opinię autora.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość komentarza powinna wynosić od 80 do 130 słów.

12 Wykonaj zadanie w ramce z ćwiczenia 11.

Present tenses – question forms

W języku angielskim pytania ogólne (*Yes/No questions*), szczegółowe (*Wh- questions*) i pytania o podmiot (*subject questions*) tworzymy w różny sposób. Przeanalizuj poniższe tabelki dla czasów Present Simple, Present Continuous i Present Perfect.

Present Simple

Pytania ogólne (*Yes/No* questions)		
Do	I/you/we/they	speak English?
Does	he/she/it	

Pytania szczegółowe (*Wh-* questions)			
What languages	do	I/you/we/they	speak?
	does	he/she/it	

Pytania o podmiot (Subject questions)		
Who	speaks	English?

Present Continuous

Pytania ogólne (*Yes/No* questions)		
Am	I	working now?
Are	you/we/they	
Is	he/she/it	

Pytania szczegółowe (*Wh-* questions)			
What	am	I	doing?
	is	he/she/it	
	are	you/we/they	

Pytania o podmiot (Subject questions)		
Who	is working	now?

Present Perfect

Pytania ogólne (*Yes/No* questions)		
Have	I/you/we/they	swum in a river?
Has	he/she/it	

Pytania szczegółowe (*Wh-* questions)			
What	have	I/you/we/they	done?
	has	he/she/it	

Pytania o podmiot (Subject questions)		
Who	has swum	in a river?

Tworząc pytanie szczegółowe z czasownikiem, któremu towarzyszy przyimek i rzeczownik, np. ***work with*** *somebody* itp., i pytając o ten właśnie rzeczownik, nie przenosimy przyimka na początek pytania (jak to robimy w języku polskim), ale zostawiamy go tam, gdzie jest, czyli po czasowniku.

Who *does Emily work* ***with****?* Z kim pracuje Emily?

W czasie Present Simple w pytaniach o podmiot nie stosujemy czasowników posiłkowych *do* i *does*. Porównaj:

Julia *gives money to charity.*

Who *gives money to charity?* Kto przekazuje pieniądze organizacjom charytatywnym?

Julia gives ***money*** *to charity.*

What *does Julia give to charity?* Co przekazuje Julia organizacjom charytatywnym?

1 Choose the correct option.

1 Who *sits / does sit* next to you in class?
2 Where *does your best friend live / lives your best friend*?
3 Which capital cities *has visited your best friend / has your best friend visited*?
4 *You are watching / Are you watching* the news now?
5 Why *Jamie and Toni have been / have Jamie and Toni been* so quiet today?
6 What *you do / do you do* at the weekends?

2 Write questions about the underlined information.

1 My grandparents give money to a charity.
2 Tina has tried Japanese food.
3 I'm dreaming about my winter holiday in Zakopane.
4 My best friend lives in Frankfurt.
5 Jo has visited Poland, Russia and Slovakia.
6 Jim is watching a comedy at the moment.

3 Translate the words in brackets into English.

1 ? (*Kto gotuje obiad*) in your family?
2 ? (*Czy kiedykolwiek poznałeś*) a celebrity?
3 ? (*Jaki jest brat Adama*), in your opinion?
4 ? (*Czy Leonardo DiCaprio pracuje teraz*) on a new film?
5 ? (*Czy Tom wygląda jak*) his dad?
6 ? (*Co czytasz*) at the moment?
7 ? (*Czy byłaś*) to London recently?
8 ? (*Czy Emilia jest radosna*) and outgoing?
9 ? (*Czy twój nauczyciel języka angielskiego śpiewa*) in a rock band?
10 ? (*Co lubisz robić*) after school?

4 Complete the questions with the correct forms of the auxiliary verbs *do*, *be* or *have*. One question does not need an auxiliary verb.

1 What music ? you like, Sebastian? I like hip-hop.
2 Who ? your parents talking to in the kitchen?
3 ? you seen my laptop? I can't find it anywhere.
4 Why ? Asia always so serious? She never looks happy.
5 What ? Martin eaten this afternoon?
6 ? Jane looking for her glasses? They're over here.
7 Who ? wants to help me bake dad's birthday cake?
8 ? you like apples? These ones are really juicy.

Verb + *-ing* or verb + *to* infinitve

W zdaniach w języku angielskim często występują po sobie dwa czasowniki. W zależności od tego, jaki czasownik stoi na pierwszym miejscu, drugi przybiera formę z końcówką *-ing* lub bezokolicznika z *to*.

Forma z końcówką *-ing* (*gerund*) występuje po:

- czasownikach wyrażających emocje, np.: *enjoy*, *hate*, *like*, *love*, *(not) mind*
  *I **hate wearing** a suit and a tie.* Nie cierpię nosić garnituru i krawata.
- po niektórych czasownikach i wyrażeniach: *avoid*, *consider*, *can't stand*, *prefer*, *spend time*
  *Laura **prefers texting** to sending emails.* Laura woli wysyłać SMS-y niż e-maile.

Bezokolicznika (*to* + czasownik) używamy po następujących czasownikach i wyrażeniach:

- po większości czasowników wyrażających plany, decyzje, wolę, zamiary: *hope*, *want*, *decide*, *choose*
  *Tim **wants to study** Law.* Tim chce studiować prawo.
- po takich czasownikach jak: *agree*, *can't afford*, *manage*, *need*, *pretend*, *refuse*
  *Why do you **refuse to lend** me your shoes?* Dlaczego nie chcesz pożyczyć mi swoich butów?
- po czasownikach wyrażających preferencje: *would like*, *would love*, *would prefer*
  *I like going out with my friends, but today I **would like to stay** at home.* Uwielbiam spędzać czas z przyjaciółmi poza domem, ale dziś wolałabym zostać w domu.

1 Complete the sentences with the correct forms of the verbs in brackets.

1 I don't mind ? (get up) early.
2 Karen spends a lot of time ? (chat) online.
3 I refuse ? (wear) this skirt – it is too short!
4 I always agree ? (help) my brother at home.
5 They hope ? (meet) Sting after the concert.
6 I can't stand ? (shop). It's so boring!
7 Peter wants ? (be) like Steve Jobs.
8 Sue has decided ? (lend) me her new dress.
9 Does Angela enjoy ? (work) as a volunteer?

2 Translate the fragments in brackets into English.

1 A lot of people ? (*nie stać na to, by kupować*) new clothes every season.
2 In the winter I always ? (*tęsknię za pływaniem*) in the sea.
3 Most of my friends ? (*woli nosić*) jeans to sweatpants.
4 Jim ? (*zdecydował się kupić*) a blue suit.
5 Rob ? (*chciałby spędzać*) more time with his friends.
6 Amy works for a charity – she ? (*uwielbia pomagać*) people in need.
7 ? (*Zdołaliśmy skończyć*) our project on time.
8 Peter ? (*lubi pracować*) in a team.

3 Complete the sentences using the prompts in brackets. Add any necessary words. Do not change the order of the words given.

1 I can't ? (stand / spend) holiday at home. I'd like to go somewhere exotic!
2 Why does Peter ? (pretend / worry) Sarah? He clearly doesn't like her.
3 It's a good idea to ? (avoid / depend) people that you don't know very well.
4 I finally ? (manage / focus) my homework.
5 We ? (hope / see) you both at the party.
6 Roger ? (not / mind / talk) his ex-girlfriend. They're still very good friends.
7 I ? (miss / spend / time) my best friend from primary school.
8 Edgar ? (hate / listen) heavy metal music. He prefers hip-hop.

4 Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.

1 I don't want to wear the same clothes every day. **REFUSE**
I ? the same clothes every day.
2 It's not a problem for me to get up early in the morning. **MIND**
I ? early in the morning.
3 He didn't want to see me, so he stayed at home. **AVOID**
He stayed at home to ? me.
4 It's my choice to study Art at university next year. **CHOSEN**
I ? Art at university next year.
5 Karen doesn't want to go to the theatre, she wants to go to the cinema. **PREFER**
Karen doesn't want to go to the theatre, she ? the cinema.
6 It is really fun for me to play football with my team. **ENJOY**
I really ? with my team.

5 Complete the text with the correct form of the verbs in the box.

change do go join play practise spend tell win

Last month I decided [1] ? my lifestyle. Why? Well, I don't mind [2] ? you that I was a bit worried about my size and my weight. I spent too much time [3] ? computer games and I refused [4] ? any kind of exercise as well.
Firstly, I considered [5] ? to the gym. But this is expensive and I can't afford [6] ? much money. Plus, it's a little boring and unsociable, I think. So, I chose [7] ? a badminton club, instead. I wasn't very good at first, but I managed [8] ? my first game yesterday so I'm really happy. Of course, I need [9] ? more, but I'm really passionate about my new hobby.

so and such

Zaimków **so** (tak) i **such** (taki, taka, takie) używamy, aby wzmocnić znaczenie przymiotnika lub przysłówka, przed którym stoją.

Zaimka **so** używamy z:

- przymiotnikiem, bez następującego po nim rzeczownika:
  I love talking with my aunt Tanya. She is ***so inspiring****.*
  Lubię rozmawiać z moją ciotką Tanyą. Ona jest tak inspirująca.
- wyrażeniami określającymi liczbę/ilość, takimi jak ***many/much***, które występują przed rzeczownikiem:
  I'm very happy that ***so many friends*** *are coming to the party.* Jestem szczęśliwy, że tylu przyjaciół przyjdzie na moją imprezę.
  Teenagers don't spend ***so much time*** *watching TV these days.* Nastolatkowie obecnie nie spędzają tak dużo czasu, oglądając telewizję.

Zaimka **such** używamy z:

- przymiotnikiem i następującym po nim rzeczownikiem:
  Greg has got ***such a comfortable sofa*** *in his bedroom.*
  Greg ma taką wygodną sofę w swoim pokoju.
- samym rzeczownikiem:
  The Smiths are ***such people*** *that will always help you in need.* Państwo Smith są takimi ludźmi, że zawsze ci pomogą, gdy jesteś w potrzebie.
  Angela always has ***such luck*** *– she is always in the right place, at the right time.* Angela ma zawsze takie szczęście – zawsze jest we właściwym miejscu we właściwym czasie.

Używając zaimka **such**, należy pamiętać, że:

- stawiamy po nim przedimek ***a/an,*** gdy rzeczownik policzalny występuje w liczbie pojedynczej:
  Moving to the UK was ***such a good decision*** *because we live closer to my family now.* Przeprowadzka do Wielkiej Brytanii to była taka dobra decyzja, ponieważ teraz mieszkamy bliżej mojej rodziny.
  Uncle Tom has ***such an interesting life*** *– he travels a lot.* Wujek Tom wiedzie takie interesujące życie – dużo podróżuje.
- nie stawiamy po nim żadnego przedimka, gdy rzeczownik jest niepoliczalny lub występuje w liczbie mnogiej:
  Bob works as a police officer and he often gives people ***such bad information*** *that they feel upset.* Bob pracuje jako policjant i często przynosi ludziom takie złe wiadomości, że wywołuje u nich smutek.
  Every morning Josh goes for ***such long walks*** *with his dogs.* Każdego poranka Josh chodzi na takie długie spacery ze swoimi psami.

Zaimki **so** i **such** występują także w konstrukcjach ***such ... that*** (taki..., że) i ***so ... that*** (tak..., że) używanych, aby podkreślić znaczenie przymiotnika lub rzeczownika i pokazać konsekwencje zdarzeń ze zdania głównego:
Luckily, my parents bought ***such a cheap house that*** *we've got some money for new furniture.* Na szczęście moi rodzice kupili taki tani dom, że mamy trochę pieniędzy na nowe meble.
My younger sister has got ***so many toys that*** *my parents want to give some away.* Moja młodsza siostra ma tak wiele zabawek, że moi rodzice chcą niektóre z nich oddać.

1 **Complete the sentences with *so*, *such*, or *such a(n)*.**

1 You really shouldn't spend ? much time playing games.
2 My sister is ? friendly and caring person!
3 My neighbours are ? outgoing people and love having garden parties.
4 You've got ? many clothes that you must have something I can borrow.
5 It was ? amazing idea to have a family picnic in the park.
6 I won't ask Ann because she gave me ? irresponsible advice last time.

2 **Join the two sentences to make one. Use *so*, *such* and *that*.**

1 My brother is a cheerful person. He says hello to everybody.
2 It was a wonderful holiday. We want to go back next year.
3 My father was inexperienced at cooking. He burned our breakfast.
4 It was a comfortable armchair. I fell asleep.
5 The shirt was inexpensive. I bought one for you too.
6 The weather was bad. We decided to stay at home.

3 **Choose the correct answer, A, B or C to complete the text.**

My favourite cousin is the son of my dad's brother. His name is Jack and he's the same age as me. We don't have any brothers or sisters but we spend [1] ? time together that we are like brothers. We have [2] ? fun together and do all kinds of adventurous things like going climbing and visiting new places. We are different in many ways, however. For example, I think that Jack is [3] ? hard-working person. He always gets good grades at school and is able to really focus [4] ? one thing and does the best he can at everything. I can be rather lazy, to be honest. On the other hand, Jack can be rather shy – not like me. I also think he's a little too [5] ? because sometimes I have to tell him not to worry [6] ? what other people think or say. Despite these differences, he's still my best friend.

1 A so much
  B so many
  C such a
2 A so
  B such
  C such an
3 A such
  B such a
  C so
4 A at
  B with
  C on
5 A sensible
  B selfish
  C sensitive
6 A on
  B about
  C at

Past Continuous and Past Simple

Czasu Past Continuous używamy:

- opisując dłuższe czynności, które trwały w określonej chwili w przeszłości i które często są tłem dla innych wydarzeń (wyrażanych w czasie Past Simple):
  *At 7 p.m. Doug **was working** on his computer. He **was sitting** at his desk and **downloading** some photos when the lights **went out**.* O siódmej wieczorem Doug pracował na komputerze. Siedział przy biurku i ściągał jakieś zdjęcia, gdy zgasły światła.
- mówiąc o czynnościach trwających w przeszłości, podczas których nastąpiły inne, krótsze zdarzenia, zwykle wyrażane w czasie Past Simple:
  *While Meg **was texting** a message to her friend, she **dropped** her phone.* Podczas gdy Meg pisała wiadomość do koleżanki, upuściła telefon.
- mówiąc o czynnościach, które zdarzyły się w tym samym czasie:
  *While Ann **was doing** some experiments, Terry **was taking** some measurements.* Kiedy Ann przeprowadzała eksperymenty, Terry dokonywał pomiarów.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/He/She/It	was	watching TV.	I/He/She/It	wasn't (was not)	watching TV.
You/We/They	were		You/We/They	weren't (were not)	

Pytania ogólne (*Yes/No* questions)			Krótkie odpowiedzi (Short answers)
Was	I/he/she/it	watching TV?	Yes, I/he/she/it **was**. No, I/he/she/it **wasn't**.
Were	you/we/they		Yes, you/we/they **were**. No, you/we/they **weren't**.

Pytania szczegółowe (*Wh-* questions)				Pytania o podmiot (Subject questions)		
What	was	I/he/she/it	watching?	Who	was	watching TV?
	were	you/we/they				

1 Choose the correct option.

1 I *lay / was lying* on the beach when suddenly it *started / was starting* raining.
2 I *read / was reading* a book when you *called me / were calling me* at 4 o'clock yesterday.
3 The first time I *was seeing / saw* my boyfriend, he *danced / was dancing* at a party.
4 We *were having / had* lunch when the door opened.
5 It was a sunny day. I *left / was leaving* home. Suddenly the postman *was knocking / knocked* on the door.
6 When my mum *drove / was driving* to work yesterday, she *saw / was seeing* her old friend from school.
7 Molly *was breaking / broke* her leg when she *climbed / was climbing* a tree.
8 *Was Ben studying / Did Ben study* yesterday at 8 p.m.?

2 Translate the fragments in brackets into English.

1 ? (*Czy Sophie prowadziła samochód*) at 7:00 a.m. this morning?
2 ? (*Wysłałem ci ważną wiadomość e-mail*) yesterday. Did you read it?
3 Joan ? (*rozmawiała przez telefon komórkowy*) when she walked into a wall.
4 Amanda ? (*umieściła komentarz w mediach społecznościowych*) and got almost one hundred 'likes' in less than ten minutes.
5 Dean and John ? (*nie śledzili mnie na Twitterze*), so I don't talk to them now.
6 ? (*Pisałem*) a message to you when I got your email.

3 Complete the sentences with the correct form of the verbs in brackets. Use Past Simple or Past Continuous.

1 Mum ? (work) on her laptop while dad ? (listen) to music on his new MP3 player.
2 Margaret ? (talk) on her smartphone when she ? (start) crying.
3 Adam ? (not / watch) the film so I ? (change) TV channels.
4 Tony ? (not / take) any photos with his phone at the party because he ? (send) text messages to Jessica all the time.
5 I ? (drop) my memory stick when I ? (run) for the tram.
6 Alan and I ? (play) on the games console when my dad ? (come) home.

4 Write sentences from the prompts.

1 I / run / in the park / when / Joanna / telephone / me.
2 while / Gareth / update / social media profile / his wife / do / yoga.
3 what / you / eat / when / I / get / back home?
4 you / sleep / when / the teacher / explain / the task to us?
5 Jo / use / computer / when / it / crash.
6 I / cook / dinner / then / visit / favourite website.

used to

Wyrażenia ***used to*** używamy, mówiąc o stanach i czynnościach, które powtarzały się w przeszłości i już nie mają miejsca.

*I **used to play** tennis a lot.* Dużo **grałam** w tenisa. (Teraz już tego nie robię albo robię to rzadko.)

*He **didn't use to be** so unkind.* Kiedyś nie był taki nieuprzejmy. (Teraz to się zmieniło.)

***Did** you **use to study** astronomy?* Czy kiedyś studiowałeś astronomię? (Teraz już nie studiujesz.)

Kiedy mówimy o czynnościach lub stanach, które zdarzyły się tylko raz lub zdarzały się nieregularnie, nie używamy wyrażenia *used to*, tylko czasu Past Simple:

*In high school we **went** to the mountains two or three times.* W szkole średniej **byliśmy** w górach dwa lub trzy razy.

*Kim **bought** a new mobile phone yesterday.* Kim kupiła wczoraj nowy telefon.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/ He/She/ It/We/ They	used to	swim.	I/You/ He/She/ It/ We/ They	didn't use (did not use) to	swim.

Pytania ogólne (*Yes/No* questions)				Krótkie odpowiedzi (Short answers)
Did	I/you/ he/she/ it/we/ they	use to	swim.	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

Pytania szczegółowe (*Wh-* questions)					Pytania o podmiot (Subject questions)		
Where	did	I/you/ he/ she/ it/we/ they	use to	swim?	Who	used to	swim?

1 Complete the sentences with *used to* + verb.

1 Kim ? (be) much more confident about herself.
2 ? (our neighbours/live) abroad before they moved here?
3 My boyfriend's friends ? (not like) me.
4 Who ? (cook) you dinner when you were ten years old?
5 ? (you/have) a mobile phone when you were very little?

2 Write sentences from the prompts. Use *used to* where possible. If not, use the Past Simple.

1 I / go to the cinema / with my grandparents / every week
2 we / not have / mobile phones or computers
3 my family / move / to San Francisco
4 I / get / a digital watch / for my seventh birthday

3 Complete the sentences with *used to* or *didn't use to* and the verbs in brackets.

1 Ten years ago I ? (love) cycling in the park. Now I don't even have a bike.
2 I ? (use) my old phone much, but then I got a smartphone and I use it all the time now.
3 My grandfather ? (be) an astronomer, but now he's stopped working.
4 We ? (take) measurements using a really big computer. Now we use an app on a tablet.
5 Paulina got an MP3 player for her birthday. Before then, she ? (listen) to music very often.
6 Did Antek really ? (have) the same password for everything? How silly!

4 Complete the dialogue between Ben and his dad with *used to* or *didn't use to* and the verbs in the box.

go write find meet do use

B: Dad, where did you [1] ? information before somebody invented the Internet?
D: Good question. I [2] ? to the library, of course. I know this might sound strange to you but some people still use libraries.
B: Really? Nooo. Only joking. And what about your schoolwork? Probably you [3] ? everything with a pen.
D: In school, yes. But at home I [4] ? a pen or a pencil very much. In fact, I [5] ? everything on a typewriter. You know, it has a keyboard like a desktop computer but you put paper in the top of it.
B: Yes, dad. I know what a typewriter is. And where did you [6] ? your friends before they invented coffee shops?
D: Very funny. Haven't you got any homework to do?

5 Write positive sentences (✓), negative sentences (✗) and a question (?) from the prompts. Use the correct forms of *used to*.

When I was a child …

1 mobile phones / be really big. (✓)
2 people / use phones as alarm clocks. (✗)
3 children / play on the streets. (✓)
4 people / need passwords twenty years ago (?)
5 Richard / like me, but now we're very good friends. (✗)

Linkers and time expressions

Spójniki wprowadzające zdania podrzędne określające czas to: ***while***, ***when***, ***after***, ***as soon as*** i ***before***.

- Spójników ***while*** (podczas/podczas gdy) i ***when*** (kiedy) używamy do połączenia dwóch zdań mówiących o czynnościach dziejących się w tym samym czasie:
  While *the astronauts were collecting specimens on the Moon, they found some interesting rocks.* Podczas zbierania próbek na Księżycu astronauci znaleźli interesujące skały.
  David became interested in psychology ***when*** *he was in high school.* David zainteresował się psychologią, kiedy był w szkole średniej.
- Spójniki ***after*** (po tym, jak), ***as soon as*** (jak tylko), ***before*** (zanim) i ***when*** (kiedy) łączą dwa zdania mówiące o czynnościach dziejących się jedna po drugiej:
  After *Mark spent hours observing the work of archeologists, he realised how important their job is.* Po tym, jak Marek spędził godziny na obserwacji pracy archeologów, zdał sobie sprawę, jak jest ona ważna.
  I checked the price of the new smartphone ***before*** *I bought it.* Sprawdziłam cenę tego nowego smartfona, zanim go kupiłam.
  As soon as *Ann published the photos of her new experiments on social media, she got a lot of positive comments.* Jak tylko Ann opublikowała zdjęcia swoich nowych eksperymentów w mediach społecznościowych, otrzymała wiele pozytywnych komentarzy.
  When *Sarah received text messages asking for the password to her account, she deleted them straight away.* Kiedy Sarah otrzymała SMS-y z prośbą o podanie hasła do jej konta, natychmiast je usunęła.

Do określania, kiedy jakieś wydarzenie miało miejsce, używamy również wyrażeń przyimkowych, np.***during*** *holidays,* ***for*** *twenty-two days,* ***unitil/till*** *late evening,* ***by*** *the end of the century.*

- ***during*** (w trakcie, podczas, w czasie)
  The linguist explored several languages ***during*** *his stay in India.* Językoznawca zbadał kilka języków w trakcie swojego pobytu w Indiach.
- ***until/till*** (*do, aż do*)
  We didn't do many experiments in Chemistry classes ***until (till)*** *last year.* Nie przeprowadzaliśmy wielu eksperymentów na lekjach chemii – aż do zeszłego roku.
- ***by*** (zanim, przed) w połączeniu z rzeczownikiem wskazuje na wydarzenie, które dzieje się lub wydarzyło się przed wskazanym momentem w czasie:
  By *the time we got home, we were tired and hungry.* *Zanim dotarliśmy do domu, byliśmy zmęczeni i głodni.*

1 **Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals. Do not change the word given.**

1 The chemist developed a theory and at the same time she analysed the data. **WHILE**
? the data, she developed a theory.
2 We finished the Biology class and then immediately went home. **SOON**
We ? we finished the Biology class.
3 I collected the evidence and then started writing this report. **AFTER**
I started writing this report ? the evidence.
4 I became an optician last year, in December. **UNTIL**
I didn't ? December last year.
5 When David was doing the experiment, he discovered something interesting. **DURING**
David ? the experiment.

2 **Choose the correct option.**

1 Bill Gates became interested in computers *when / during* he was a kid.
2 My sister always buys the latest gadget *until / as soon as* it is available.
3 Computers had smaller memories than smartphones *during / while* my childhood.
4 We completed all of the Chemistry reports *by / till* twelve o'clock.
5 I learned how to analyse data *during / while* I was working in Silicon Valley.
6 Text me *after / until* you get home tonight, OK?

3 **Choose the correct answer, A, B or C to complete the text.**

Steven Jobs (1955–2011) was an American businessman and [1] ? who changed the world. He grew up with the family [2] ? his biological parents decided not to keep him. As a child, he helped his father fix things in their garage, and in this way, he developed an early love for engineering. At college he studied physics, literature and poetry, but after some time he quit and decided to travel through India instead. [3] ? he was there, he became interested in Zen Buddhism. Perhaps he was inspired by this Eastern philosophy, because Jobs later became famous for producing simple and minimalist devices. What's more, he did not [4] ? research on these gadgets but designed them by using only his intuition. Many of these products [5] ? a big effect on modern life and Jobs' company became successful and iconic.

1 A invention
B inventor
C invented

2 A while
B by
C after

3 A While
B Till
C During

4 A have
B make
C do

5 A used to have
B were having
C had

3.2 GRAMMAR

Comparative and superlative adjectives

- Przymiotników w stopniu wyższym oraz słówka *than* (od, niż) używamy w celu porównania dwóch osób lub rzeczy:
  Daniel Craig is ***taller than*** *Zac Efron.* Daniel Craig jest wyższy od Zaca Efrona.
- Aby porównać dwie osoby lub rzeczy, możemy także użyć konstrukcji *not as* + przymiotnik + *as* (nie tak … jak):
  Rupert Grint is ***not as famous as*** *Daniel Radcliffe.* Rupert Grint nie jest tak sławny jak Daniel Radcliffe.
- Przymiotników w stopniu najwyższym używamy, by powiedzieć, że ktoś lub coś posiada jakąś cechę w największym natężeniu (w porównaniu z przynajmniej dwoma innymi rzeczami lub osobami):
  Daniel Craig is ***taller than*** *Zac Efron. Sean Connery is* ***the tallest*** *of them all.* Daniel Craig jest wyższy od Zaca Efrona. Sean Connery jest najwyższy z nich wszystkich.

Przymiotniki (Adjectives)		Stopień wyższy (Comparative)	Stopień najwyższy (Superlative)
Jednosylabowe	young nice hot	young**er** nic**er** hot**ter**	the young**est** the nic**est** the hot**test**
Jedno- lub dwusylabowe, zakończone na -y	dry pretty	dr**ier** pretti**er**	the dr**iest** the pretti**est**
Dwusylabowe lub dłuższe	attractive difficult	**more** attractive **more** difficult	**the most** attractive **the most** difficult
Nieregularne	good bad far	**better** **worse** **further**	**the best** **the worst** **the furthest**

Porównując dwie osoby lub rzeczy, możemy również używać następujących konstrukcji:

- ***(just) as*** + przymiotnik + ***as***, aby powiedzieć, że dwie osoby/rzeczy są takie same:
  The plot of Angela's latest novel is ***as complex as*** *her previous one.* Fabuła ostatniej powieści Angeli jest tak złożona jak fabuła jej poprzedniej (książki).
- ***not as*** + przymiotnik + ***as***, aby powiedzieć, że dwie osoby/rzeczy nie są takie same:
  For me, talent shows ***aren't as interesting as*** *game shows.* Moim zdaniem, pokazy talentów nie są tak interesujące jak teleturnieje.

Aby zmodyfikować znaczenie przymiotnika, do jego stopnia wyższego dodaje się takie słowa jak *a bit* (trochę) lub *much/far* (o wiele, dużo):

- ***a bit*** (trochę): *Listening to an audiobook is* ***a bit easier than*** *reading an e-book.* Słuchanie audiobooka jest trochę łatwiejsze niż czytanie książki w wersji elektronicznej.
- ***much / far*** (dużo/daleko bardziej):
  This television is ***much more expensive*** *because it has a better screen.* Ten telewizor jest dużo droższy, ponieważ ma lepszy ekran.

1 Translate the words in brackets into English.

1 Watching films at home with friends is just [?] (*tak interesujące jak*) going to the cinema.
2 Ballet [?] (*jest odrobinę mniej nudny niż*) opera for me.
3 They're both actors, but Ben is [?] (*dużo bardziej utalentowany niż*) Mia.
4 Taylor Swift [?] (*nie jest tak popularna jak*) Beyoncé.
5 Playing the guitar is [?] (*dużo prostsze niż*) playing the drums.
6 This painting is [?] (*dużo droższy niż*) that one.
7 That film star is [?] (*tak energiczna jak*) the rock star.
8 This horror movie is [?] (*najgłupszym*) film I've ever seen.
9 The new album by Heavy Metal Pillow is [?] (*dużo gorszy od*) their last one.

2 Complete the sentences with *as*, *more* or *than*.

1 E-books are often a bit cheaper [?] paper books.
2 Watching documentaries is [?] engaging than watching sitcoms.
3 The soundtrack to this movie is just as moving [?] the script.
4 This romantic comedy is much funnier [?] I expected.
5 Reality TV shows aren't as imaginative today [?] they used to be.
6 The plots of thrillers are usually far [?] complex than the plots in horrors.

3 Complete the text with the adjectives in brackets in comparative or superlative form.

The first *Blade Runner* film was made in 1982. It wasn't [1] [?] (exciting) as the usual science--fiction film because it was actually quite slow; it didn't have lots of fast action or spaceships fighting wars to save the world. For many people, however, the very unusual story was full of mystery and for them it was the [2] [?] (fascinating) film of the 80s.
When I heard they were making a second film 35 years later, like many fans I was far [3] [?] (worried) than happy. The second film in a series is usually much [4] [?] (bad) the first. Fortunately, the new film, *Blade Runner 2049*, is actually much [5] [?] (gripping) the first film because the story continues to have surprises and leaves a lot of questions without an answer.

Present Perfect with *just, already, (not) yet* and Past Simple

Czasu Present Perfect używamy, mówiąc o czynnościach i zdarzeniach, które:

- zakończyły się w przeszłości, ale nie wiemy lub nie jest istotne, kiedy dokładnie się wydarzyły:
  *I **have read** a lot of biographies and autobiographies.* Przeczytałem/Przeczytałam wiele biografii i autobiografii.
- zdarzyły się w niedalekiej przeszłości, a ich skutek jest widoczny w chwili obecnej:
  *Eddie **has painted** his first portrait.* Eddie namalował swój pierwszy portret.

Typowe określenia czasu używane w zdaniach w czasie Present Perfect:

- ***ever*** (kiedyś/kiedykolwiek) – występuje w pytaniach:
  *Have you **ever** been to an art gallery?* Czy kiedykolwiek byłeś/byłaś w galerii sztuki?
- ***never*** (nigdy) – występuje w zdaniach przeczących:
  *My grandparents have **never** left England.* Moi dziadkowie nigdy nie wyjeżdżali z Anglii.
- ***since then*** (od tego czasu):
  *She won The X Factor in 2006. **Since then** she has sold millions of albums.* Wygrała *X Factor* w 2006 roku. Od tego czasu sprzedała miliony płyt.
- ***already*** (już) oraz ***just*** (dopiero co / właśnie) – występują w zdaniach twierdzących po czasowniku posiłkowym *have*, a przed trzecią formą czasownika głównego:
  *I have **already** seen it.* Już to widziałam.
  *They have **just** left.* Właśnie wyszli.
- ***yet*** – występuje w zdaniach przeczących (jeszcze nie) lub pytaniach (już), zawsze na końcu zdania:
  *I haven't seen her **yet**.* Jeszcze jej nie widziałem.
  *Has she written any songs **yet**?* Czy ona napisała już jakieś piosenki?

Jeżeli określamy, kiedy dane zdarzenie lub sytuacja miały miejsce w przeszłości, używamy czasu Past Simple. Czas ten stosujemy również w pytaniach dotyczących konkretnego wydarzenia:
*She **won** a Grammy in 2016.* W 2016 roku zdobyła nagrodę Grammy.
*When **did** you **see** Blur play live?* Kiedy widziałeś Blur na żywo?

1 Write questions, positive (✓) and negative (✗) answers from the prompts. Use the Present Perfect and *already* or *yet*.

1 Leonardo DiCaprio / win / an Oscar? (✓)
2 Katy Perry / write / her autobiography? (✗)
3 Madonna / play concerts / in Poland? (✓)
4 E-books / replace / paper books? (✗)

2 Complete the sentences with the words in brackets in the correct tense.

1 **A:** ? (you/ever/be) to the opera?
B: Yes. I ? (go) to the opera last month. I ? (see) *Madame Butterfly* by Puccini.
2 Camilla Läckberg ? (write) a lot of crime stories. She ? (write) her latest crime story in 2017.
3 Look, Pierre ? (just/upload) some videos.
4 My favourite singer ? (release) his new single last week, but I ? (not hear it/yet).
5 Emily ? (already/buy) a birthday present for her mum.

3 Choose the correct option.

I [1]*have just seen / just saw The Haunted Manor* (Straszny Dwór). It is a famous opera which Stanisław Moniuszko [2]*wrote / has written* between 1861 and 1864. The first performance [3]*was / has been* one year later in 1865 in Warsaw and it [4]*has stayed / stayed* popular with Polish opera-lovers since then.
The Haunted Manor is actually a romantic comedy and in 1936, Leonard Buczkowski [5]*adapted / has adapted* it into a film. And, thanks to Dr George Conrad, an English language version [6]*has existed / existed* since the 1970s. *The Haunted Manor* is the best work that Moniuszko [7]*wrote / has written*. In fact, many people [8]*have called / called* it the greatest Polish opera ever.

4 Choose the best option from the brackets and add it to the sentence in the correct position.

1 I haven't seen the new *Star Wars* film. (yet / just)
2 James has been to a rock concert, so he's got a bit of a headache at the moment. (just / already)
3 You can have your book back now because I've finished it. (already / yet)
4 Oliver hasn't been in a film, but he acted in a TV show last year. (already / yet)
5 I've been to Hollywood, but I've never been to Miami. (already / yet)
6 Hania is tired because she has got home from the theatre and the play was over four hours long. (just / already)

too and *not enough*

Przysłówków *too* (zbyt) i *enough* (wystarczająco) używamy, aby porównać osoby/rzeczy lub zasygnalizować nadmiar bądź niedobór jakiejś cechy.

Przysłówka *too* używamy:

- **przed** przymiotnikiem: **(*not*) *too* + przymiotnik:**
  *The painting is **too dark** and I can't see what's in it.* Obraz jest zbyt ciemny i nie widzę, co się na nim znajduje.
  Przysłówek ***too*** ma znaczenie negatywne, jeśli występuje w zdaniu twierdzącym, a jeżeli używamy go z przeczeniem, wówczas niesie znaczenie pozytywne:
  *The plot **is too complex** – I can't understand it.*
  Fabuła jest zbyt złożona – nie rozumiem jej.
  *The plot **isn't too complex** – it's easy to follow it.*
  Fabuła nie jest zbyt złożona – łatwo ją śledzić.
- z rzeczownikiem w wyrażeniach ***too many/much* + rzeczownik:**
  *There are **too many horrors** in the cinema these days.* Obecnie w kinach jest zbyt wiele horrorów.
  *The artist didn't give **too much advice** to the kids so they painted how they liked.* Artysta nie dał dzieciom zbyt wielu rad, zatem rysowały tak, jak miały ochotę.

Przysłówka *enough* używamy:

- **po** przymiotniku: **(*not*) przymiotnik + *enough*:**
  *The special effects **weren't realistic enough** so the film wasn't very popular.* Efekty specjalne nie były wystarczająco realistyczne, więc film nie był bardzo popularny.
- **przed** rzeczownikiem: **(*not*) *enough* + rzeczownik:**
  *I think there are **enough cooking programmes** on TV nowadays.* Sądzę, że obecnie w telewizji jest wystarczająco (dużo) programów kulinarnych.

Przysłówek *enough* ma znaczenie pozytywne, jeśli występuje w zdaniu twierdzącym, a jeżeli używamy go z przeczeniem, wówczas niesie znaczenie negatywne:

*We **had enough photos** to prepare the exhibition.* Mieliśmy wystarczającą liczbę zdjęć, aby przygotować wystawę.
*We **didn't have enough photos** to prepare the exhibition.* Nie mieliśmy wystarczającej liczby zdjęć, aby przygotować wystawę.

1 Complete the sentences with *too* or *enough* and the adjectives in the box.

chilly dishonest embarrassing generous imaginative outgoing

1 I think Angela is ? to trust with the money for our concert tickets.
2 Do you think Adam is ? to write a fantasy novel?
3 Sarah isn't ? to take part in a live TV show.
4 It's much ? to go painting outside, so we'll stay in the art studio today.
5 John thinks it's ? to walk through the streets in his Batman costume.
6 Do you think the company is ? to buy us new cameras?

2 Complete the dialogues with *too* or *enough* and the word(s) in brackets.

1 **A:** Are you going to watch the new *Star Wars* film at the cinema?
B: The tickets are ?, so I'll wait for the DVD. (expensive)
2 **A:** Why was the exhibition cancelled?
B: In the end, there weren't ?. (paintings)
3 **A:** Do you still want to learn how to play the guitar?
B: No. I think there are ?, so I'll learn the drums. (guitar players)
4 **A:** Do you want to watch this new science fiction series?
B: No. TV series are ? and a waste of time. (addictive)
5 **A:** This thriller isn't very good, is it?
B: Yes, it isn't ? to continue watching. (gripping)
6 **A:** I don't know what's happening in this period drama.
B: Yeah, the plot is much ? to understand. (complex)

3 From the given options A, B or C, choose the one which means the same as the part of the sentence in bold.

1 I think **the concert won't be too popular**.
A a lot of people will go to the concert
B not many people will go to the concert
C nobody will go to the concert
2 There **shouldn't be more** game shows on TV.
A are enough
B aren't enough
C aren't many
3 I think **there should be more** art in public spaces.
A there is enough
B there isn't enough
C there is too much
4 At the end of this film, the bad character **shows his support for** the hero.
A takes on
B gives up
C stands up for
5 This sculpture is **smaller than** I thought it would be.
A as big as
B as small as
C not as big as
6 I love **books with creative plots set in famous periods in the past**.
A classic novels
B historical fiction books
C biographies

4.2 GRAMMAR

Present Perfect with *for* and *since*

Czas Present Perfect stosujemy między innymi do opisywania stanów i czynności, które rozpoczęły się w przeszłości i trwają do chwili obecnej. Zwykle posługujemy się wtedy wyrażeniami z *since* i *for*.

- *Since* określa **moment**, w którym rozpoczęła się dana czynność lub stan trwający do chwili obecnej:
  since *2000 / Monday / last summer / my birthday / I was born* – od 2000 r. / poniedziałku / ostatniego lata / moich urodzin / narodzin
- *For* określa **okres**, przez który trwa dana czynność lub stan:
  for *five minutes / two weeks / a long time / ages* – od/przez np. od pięciu minut / dwóch tygodni / długiego czasu / wieków; przez pięć minut / dwa tygodnie / długi czas, itd.

Tłumacząc zdania tego typu na język polski, używamy czasu teraźniejszego:
My parents ***have had*** *this house* ***since*** *1990.* Moi rodzice **mają** ten dom **od** 1990 roku.
I ***have known*** *Carol* ***for*** *ten years.* **Znam** Carol **od** dziesięciu lat.

Aby zapytać, od jak dawna trwa jakiś stan lub odbywa się jakaś czynność, używamy wyrażenia *How long …?*:
How long *have you lived in this house?* Jak długo mieszkacie w tym domu?

1 Look at today's date and complete the table with the correct time expressions.

since		for
1 since December	=	?
2 since Saturday	=	?
3 ?	=	for 45 minutes
4 since breakfast	=	?
5 ?	=	for 27 years
6 ?	=	for five weeks
7 since I started school	=	?

2 Write questions with *How long …?* Then write two answers to each question – one with *since* and one with *for*.

1 you / live in your house or flat?
2 you / know your best friend?
3 you / be at this school?
4 you / have a mobile phone?

3 Complete the sentences with the Present Perfect form of the verbs in brackets. Then choose *for* or *since*.

1 We ? (live) in this house *for* / *since* 2005.
2 I ? (not / see) Rob *for* / *since* my birthday six weeks ago.
3 Birgit ? (work) in Paris *for* / *since* ages.
4 We ? (not / visit) grandma *for* / *since* last winter.
5 It looks like you ? (not / clean) this kitchen *for* / *since* several weeks.
6 My family ? (stay) in this holiday villa in Spain every year *for* / *since* I was born.
7 John and Magda ? (not / speak) to each other *for* / *since* five days.
8 Karen ? (not / be) near the sea *for* / *since* a long time.

4 Correct the mistakes.

1 How long has Marta and Ania owned this cottage?
2 I have lived in the suburbs since three weeks.
3 I love the countryside. How long you have been here?
4 Karol, have you did the ironing?
5 Bob, look! Monica has came round to visit us.
6 I haven't spent Christmas with my family for 2015.
7 I have known her from ten years.
8 Sarah hasn't got any money left because she has buy a new flat.

5 Complete the second sentence so that it has the same meaning as the first. Use no more than five words including the word in capitals.

1 We moved to Wrocław two years ago. **FOR**
We ? two years.
2 I last saw Mark in February. **SINCE**
I ? February.
3 Annette bought the cooker last week. **HAD**
Annette ? last week.
4 Dad stopped making furniture about five years ago. **NOT**
Dad ? about 2014.
5 I met my neighbour a long time ago. **KNOWN**
I ? ages.

6 Complete the text with the correct form of the verbs in the box. There are two extra gaps. Use *for* or *since* in the extra gaps.

invite make move plan promise show

I'm really happy because my family has just [1] ? near the sea. In fact, we've lived here [2] ? one month. Of course, I was sad to leave my friends back in Manchester, but I've [3] ? them to stay with me next summer and I've [4] ? to write to them often. I've been at my new school [5] ? last Monday and I have already [6] ? some new friends. They're really nice and have [7] ? me the best places to see. I'm sure they've [8] ? something interesting for this weekend too. I think I'm going to really enjoy living here.

4.5 GRAMMAR

Future forms: Present Continuous, *be going to* and *will*

- Czasu Present Continuous używamy w odniesieniu do przyszłości, mówiąc o sprecyzowanych planach, w realizacji których poczyniono już przygotowania, a ich szczegóły (czas, miejsce, itp.) zostały określone. W języku polskim również posługujemy się w takich sytuacjach czasem teraźniejszym:
  *I can't go shopping tomorrow at five. I'**m playing** tennis with Joy.* – Nie mogę iść na zakupy jutro o piątej. Gram w tenisa z Joy. (Już się z nią umówiłem/umówiłam.)
- Konstrukcji *be going to* + bezokolicznik używamy, mówiąc o zamiarach i planach na przyszłość, które mogą ulec zmianie:
  ***Are** you **going to invite** your aunt to the party?*
  Czy zamierzasz zaprosić swoją ciocię na przyjęcie?
- Formy *will* + bezokolicznik używamy do wyrażania spontanicznych decyzji, często podejmowanych w momencie mówienia i będących reakcją na nową sytuację. W zdaniach z *will* często używamy zwrotów takich, jak:
  I think I'll …, I'll probably …, Don't worry, I'll …
  *I think I'**ll ask** Luke for help.* Myślę, że poproszę Luke'a o pomoc.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I	am ('m)	going to sleep.	I	am not ('m not)	going to study.
You/We/They	are ('re)		You/We/They	are not (aren't)	
He/She/It	is ('s)		He/She/It	is not (isn't)	
Pytania ogólne (*Yes/No* questions)			**Krótkie odpowiedzi (Short answers)**		
Am	I	going to study?	Yes, I am. No, I am not ('m not).		
Are	you/we/they		Yes, you/we/they are. No, you/we/they are not (aren't).		
Is	he/she/it		Yes, he/she/it is. No, he/she/it is not (isn't).		
Pytania szczegółowe (*Wh-* questions)					
When	am	I	going to study?		
	are	you/we/they			
	is	he/she/it			
Pytania o podmiot (Subject questions)					
Who	is	going to study?			

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/He/She/It/We/They	will	drop biology.	I/You/He/She/It/We/They	will not (won't)	drop biology.
Pytania ogólne (*Yes/No* questions)			**Krótkie odpowiedzi (Short answers)**		
Will	I/you/he/she/it/we/they	drop biology?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they will not (won't).		
Pytania szczegółowe (*Wh-* questions)					
What	will	I/you/he/she/it/we/they	drop?		
Pytania o podmiot (Subject questions)					
Who	will	drop biology?			

1 Complete the sentences with the words in brackets in the most appropriate future form.

1 Mum [?] (see) the dentist at four o'clock this afternoon.
2 It's my birthday next month but I [?] (not have) a party.
3 Brrr, it's cold in here. I think I [?] (turn) the heating on.
4 What [?] (you/do) later? Do you want to go for a coffee?
5 My cousin [?] (get married) in May.
6 Sorry, I can't talk now. I [?] (call) you back later.
7 These bags are so heavy, I [?] (carry) them for you.

2 What will these people say in the following situations? Choose the best option.

1 Osoba zamawiająca napój w barze:
I'll have / I'm going to have / I'm having a big glass of orange juice, please.
2 Osoba, której kuzyn właśnie opowiedział o kłopocie wuja:
What? Uncle Bob *will paint / is going to paint* his house all by himself on Saturday? / *I'm going to help / I'll help* him!
3 Przedsiębiorca opowiadający dziennikarzom o swoich planach na nowy rok:
I'm going to help / I'll help / I'm helping some African charities this year.
4 Rozmowa telefoniczna przyjaciół:
I'm having / I'll have / I'm going to have a house party on Saturday. I've already bought the food and drink but can you bring the music?
5 Rozmowa między znajomymi:
I'll buy / I'm going to buy / I'm buying Mat a desk lamp for his birthday. Do you think that's a good idea?

3 Complete the text with the verbs in brackets in the correct future form.

Next weekend we [1] [?] (have) a school disco in the main hall. I [2] [?] (wear) my favourite shirt with my new jeans and brown shoes.
I [3] [?] (work) in the afternoon in my mum's shop, but after that I [4] [?] (return) home to have a shower and get dressed. I'm quite excited. But who do I invite? I know! I [5] [?] (ask) Sarah in my Maths class. She's really nice.

4 Translate the words in brackets into English.

1 Mum's shopping in the city centre at the moment, so [?] (*zadzwonię*) her and remind her to buy me a new mirror for my room.
2 This chest of drawers is really heavy. [?] (*Czy pomożesz mi*) to move it?
3 [?] (*Zamierzam kupić*) a new carpet for your bedroom. I think you need one.
4 [?] (*Michaela leci*) to London tomorrow. Would you like her to buy some real English tea for you?

Adverbs

Przysłówki zwykle są określeniami:

- czasowników:
  *Are you **sitting comfortably**?* Czy siedzisz wygodnie?
- przymiotników:
  *The living-room is **really beautiful**.* Salon jest naprawdę piękny.
- innych przysłówków:
  *We drove **incredibly slowly** because of the traffic jams.* Jechaliśmy niesłychanie powoli z powodu korków ulicznych.

Przysłówki tworzymy poprzez dodanie końcówki ***-ly*** do przymiotnika (*soft – softly*). Jeżeli jednak przymiotnik kończy się na:

- ***-le*** – to końcówkę ***-e*** zamieniamy na ***-y*** (*possible – possibly*),
- spółgłoskę + ***-y*** – to końcówkę ***-y*** zamieniamy na ***-i*** oraz dodajemy ***-ly*** (*happy – happily*).

Niektóre przysłówki zachowują taką samą formę jak przymiotniki: *hard – hard, fast – fast, late – late, early – early.*

Przysłówek opisujący czasownik występuje:

- od razu po czasowniku:
  *She **dances beautifully**.* Ona pięknie tańczy.
- po dopełnieniu, jeżeli znajduje się ono po czasowniku:
  *We **ate our breakfast quickly** and left for our holidays.* Szybko zjedliśmy śniadanie i wyruszyliśmy na wakacje.

Większość przysłówków stopniujemy poprzez dodanie ***more*** (stopień wyższy) lub ***the most*** (stopień najwyższy):
beautifully – more beautifully – the most beautifully.

Przysłówki, które zachowują formę przymiotnika, stopniujemy tak, jak te przymiotniki:
low – lower – the lowest.

Niektóre przysłówki są stopniowane w sposób nieregularny:

- *well – better – the best* (dobrze – lepiej – najlepiej)
- *badly – worse – the worst* (źle – gorzej – najgorzej)

Przed przymiotnikiem i przysłówkiem możemy dodać **przysłówek stopnia**, który wzmacnia lub osłabia ich znaczenie:

- *a little / a bit / slightly* (nieco):
  *Sue says that living in the suburbs is **slightly better** now because there are more shops.* Sue twierdzi, że obecnie życie na przedmieściach jest nieco lepsze, ponieważ jest tam teraz więcej sklepów.
- *quite / rather / pretty* (całkiem):
  *Since we redecorated the room, it looks **pretty good**.* Po odnowieniu pokój wygląda całkiem dobrze.
- *really* (naprawdę) / *extremely* (wyjątkowo) / *completely* (zupełnie):
  *You need to move this chest of drawers **extremely carefully** because it is an antique.* Powinniście przesunąć tę komodę wyjątkowo delikatnie, ponieważ to antyk.

1 Put the words in the correct order to make sentences.

1 father / the / my / cleans / rather / house / quickly
2 you've / beautifully / your / decorated / room
3 pancakes / makes / pretty / good / Janice
4 your / mine / bigger / is / slightly / wardrobe / than
5 the / carefully / door / close / extremely / front
6 loudly / Laura / the / housework / does / really

2 Make adverbs from the adjectives in the box. Then complete the sentences with the correct adverbs.

careful easy fast good lucky slow

1 You can ? have a party in this cosy cottage.
2 How ? do you play the piano, Bjorn?
3 Please do the washing up ? . I don't want you to break my expensive plates.
4 Never drive ? in a small village – even when you are in a hurry.
5 I love walking ? through the city centre when I have lots of time.
6 I missed the bus, but ? there was another one in twenty minutes.

3 Choose the correct answer, A, B or C, to complete the text.

Moving from the city centre and living in the countryside was very strange for me at the beginning. To start with, it is [1] ? quiet compared to living in the city as there is almost no traffic on the roads. We live in a small village and there aren't too many terraced or semi-detached houses. There are beautiful, [2] ? designed stone cottages – most of them with only one or two floors. We live in a bungalow which is [3] ? spacious. My room, however, is small – but it is very cosy. It's not very entertaining here – there aren't many shops or cafés but there are some amazing [4] ? monuments nearby. I especially like the ruins of the old castle. We walk there sometimes at the weekends and it's such a fascinating place with lots of gripping stories about it from the past. There are [5] ? views there too, and this Sunday my family and I [6] ? a picnic there. I don't miss life in the city at all!

1 A a bit
B extremely
C the most

2 A tradition
B traditional
C traditionally

3 A pretty
B a little
C slightly

4 A history
B historic
C historical

5 A lush
B scorching
C breathtaking

6 A will have
B are having
C am going to have

First Conditional

Zdań warunkowych pierwszego stopnia (First Conditional) używamy, mówiąc o zdarzeniach, które mogą nastąpić w przyszłości, jeżeli zaistnieją określone warunki.

***If** I **tell** them the truth, they **won't believe** me.* Jeśli powiem im prawdę, nie uwierzą mi.

***He won't pass** his exams **if** he **doesn't work** hard.* Nie zda egzaminów, jeśli nie będzie ciężko pracował.

***Will he pass** his exams **if** he **works** hard?* Czy zda egzaminy, jeśli będzie ciężko pracował?

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu Present Simple. W zdaniu nadrzędnym (opisującym konsekwencję) używamy *will/won't*. Zdania te mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje jako pierwsze, stawiamy po nim przecinek:

*If Vicky pays attention in **class, she** will do her homework well.*
*Vicky will do her homework **well if** she pays attention in class.*
Vicky dobrze odrobi pracę domową, jeśli będzie uważała na lekcji.

If **+ Present Simple** (warunek),	***will/won't*** **+ bezokolicznik** (konsekwencja)
***If** he **works** hard,* Jeśli będzie ciężko pracował,	*he **will pass his** exams.* zda egzaminy.
***If** George **is** late again,* Jeżeli George się znowu spóźni,	*the teacher **will send** him to the head teacher.* to nauczyciel wyśle go do dyrektora.

will/won't **+ bezokolicznik** (konsekwencja)	***if*** **+ Present Simple** (warunek)
*He **will pass** his exams* Zda egzaminy.	***if** he **works** hard.* jeśli będzie ciężko pracował.
*The teacher **will send** George to the head teacher* Nauczyciel wyśle George'a do dyrektora,	***if** he **is** late again.* jeśli on znowu się spóźni.

1 Choose the correct option.

1 If Joe *passes / will pass* all his exams, his parents *buy / will buy* him a car.
2 My teacher *doesn't / won't* mind if I *finish / will finish* my essay tomorrow.
3 If Ella *doesn't / won't* find a paid job this year, she *does / will do* voluntary work to get experience.
4 They *miss / will miss* all their friends if they *choose / will choose* to go abroad.
5 If the school uniform *is / will be* compulsory next year, we *have / will have* to wear it.
6 If John *drops / will drop* PE and Art, he *has / will have* more time for academic subjects.
7 *Will you help / Do you help* me with my homework if *I will have / I have* a problem?
8 Sandra *doesn't do / won't do* a gap year if she *doesn't collect / won't collect* some money.

2 Complete the sentences to make them true for you.

1 I will get a place at university if ?
2 If I don't get a place at university, I ?
3 If my timetable is very demanding next year, ?
4 I won't get good marks if ?
5 If I don't get a good job, ?
6 I will move house if ?
7 I will travel round the world if ?
8 If I get stressed about my exams, I ?
9 I will do voluntary work if ?
10 If I have more free time, I ?

3 Put the words in the correct order to make sentences. Then match the sentence parts.

1 Andy / carry / will / bag / if / it's / your
2 If / show / watch / you / carefully, / I'll
3 I / you / don't / won't / understand / you / if
4 If / we'll / now, / don't / we / be / leave
5 I / you / help / if / don't / you / won't

a you what to do.
b speak more slowly.
c help me.
d too heavy.
e late for the exam.

4 Write sentences from the prompts. Use the First Conditional.

1 You / not / make friends / if / not speak / new people
2 If / Adam / study / London / improve / English
3 If / I / not / fall asleep / I / finish / my homework
4 We / take / sociology / next year / if / on the timetable
5 Mum / not happy / if / not pass / my exams

5 Translate the words in brackets into English.

1 If ? (*ucieknie nam autobus*), will you drive us to school?
2 ? (*Czy poczekasz na mnie*) if I finish late?
3 Jolanta ? (*pomoże Mandy z projektem*) if she learns the details.
4 ? (*Nie będę studiować sztuki*) if I have to paint pictures of fruit all day.
5 If Anita ? (*nie będzie ciężej pracować*), she'll disappoint her parents.
6 If ? (*oni teraz wyjdą*), they won't be late for class.

Defining relative clauses

Tworząc zdania podrzędne, które podają informację pozwalającą zidentyfikować konkretną osobę, rzecz lub miejsce (relative clauses), używamy następujących zaimków względnych (relative pronouns):

- ***who*** i ***that***, gdy mówimy o ludziach:
  *This is the teacher **who/that** teaches my class.* To jest nauczyciel, który uczy moją klasę.
  *Do you know the girls **who/that** are talking to the PE teacher?* Czy znasz dziewczyny, które rozmawiają z nauczycielem WF-u?
- ***which*** i ***that***, gdy mówimy o rzeczach:
  *Is this the laptop **which/that** you ordered?* Czy to jest laptop, który zamówiłaś?
  *I'll visit you during the term break **which/that** begins next week.* Odwiedzę cię w czasie przerwy semestralnej, która rozpoczyna się w przyszłym tygodniu.
- ***where***, gdy mówimy o miejscach:
  *We're going to visit the school **where** my mum taught for twenty years.* Odwiedzimy szkołę, **w której** moja mama uczyła przez dwadzieścia lat.
  *Ella went to a school **where** most pupils were girls.* Ella uczyła się w szkole, w której większość uczniów stanowiły dziewczęta.

Zaimki względne *who, which, where* i *that* zwykle stawiamy tuż po osobie, rzeczy lub miejscu, do których się odnoszą. Zaimki *who, which* i *that* można pominąć, jeżeli następuje po nim zaimek osobowy lub rzeczownik:
*We have a timetable **(which/that) we** can change.* Mamy plan zajęć, który możemy zmieniać.

Zaimka względnego **nie można** pominąć, jeżeli **nie następuje** po nim zaimek osobowy lub rzeczownik.
*We have a gym **which** has a lot of modern equipment.* Mamy salę gimnastyczną, która ma dużo nowoczesnego sprzętu.

1 Join the pairs of sentences using relative pronouns.

1 There is a nice café. We can go there.
2 I know a boy. He speaks perfect Chinese.
3 McDonald's is a restaurant. It sells hamburgers and chips.
4 I'm sure you'll find a job. You're going to love it.
5 My son knows lots of websites. You can play online games there.
6 Tina is a great sportswoman. She never gives up.
7 *Titanic* is a film. I've seen it about ten times.
8 This is the man. I saw him in front of the jeweller's.

2 Complete the sentences with relative pronouns *who, where* or *which* where necessary.

1 We live in a town doesn't have a university.
2 Do you know the boy is dancing with Molly?
3 Sam used to live in a country the schools are free.
4 This is the teacher teaches my sister.
5 Bath is a small town has many historic sites.
6 What is the school subject you like best?
7 I go to a school uniforms are compulsory.
8 Is this the girl lives in the house opposite yours?
9 France is the country Susan loves the most.

3 Choose the correct option. More than one answer may be correct.

1 She's the teacher *who / which* lost my homework.
2 That's the library *where / which* has lots of good DVDs.
3 That's the dog *who / which* stole my bag.
4 There's the staffroom *where / which* the teachers go after class.
5 Is this the biography *who / which* you wanted to borrow from me?
6 There's Jim. He's the person *who / that* can help you.

4 Complete the sentences with *who, which, where*. Use no pronoun where possible.

1 Can you tell me ? Mr Smith is? I can't find him anywhere.
2 PE is the subject ? Adrian loves the most.
3 She's the professor of Maths ? Anna admires a lot.
4 Does Jon know ? room we need to go to next?
5 I can't show you ? Brian is because I've never seen him.
6 That's the school ? got the best exam results.

5 Correct the mistakes.

1 Ms Armstrong is the teacher which teaches French.
2 The place who I like most in our school is the library.
3 Do you know the boys which are waiting in the hall?
4 This is the lab we do science experiments.
5 The playground where is behind the school is the biggest in town.
6 That's the girl isn't keeping up with her studies.

6 Translate the words in brackets into English.

1 That's ? (*dziewczyna, która*) gets into trouble a lot.
2 Billy ? (*jest kolegą z klasy, obok którego siedzę*) in all my classes.
3 ? (*Ona jest nauczycielką WF-u, która*) won a medal at the Olympics.
4 ? (*Korytarz szkolny jest miejscem, gdzie mamy*) our weekly meetings.
5 Maths and Science are two ? (*przedmioty, które są*) compulsory.

Future time and conditional clauses

Zdania warunkowe wprowadzamy za pomocą spójników takich jak:

- ***if*** (jeżeli): ***If*** *Mark doesn't hand in his homework today, his Maths teacher will get really angry.* Jeżeli Mark nie odda swojej pracy domowej dziś, to jego nauczyciel matematyki bardzo się zdenerwuje.
- ***unless*** (chyba, że / jeśli nie): *Amy will not make any progress* ***unless*** *she works systematically.* Amy nie zrobi żadnych postępów, jeśli nie będzie systematycznie pracowała.

Zdania okolicznikowe czasu wprowadzamy za pomocą następujących spójników:

- ***when*** (kiedy): ***When*** *the new term starts, the teachers will attend a conference.* Kiedy zacznie się nowy semestr, nauczyciele wezmą udział w konferencji.
- ***before*** (zanim, przed): ***Before*** *I take Chemistry and Physics for my A-levels, I will talk to my teachers.* Zanim wybiorę chemię i fizykę jako przedmioty maturalne, porozmawiam z moimi nauczycielami.
- ***after*** (po tym, jak; kiedy): ***After*** *you mark your students' homework, you will know where they tend to make most mistakes.* **Po tym, jak** sprawdzisz prace domowe swoich uczniów, będziesz wiedzieć, jakie błędy popełniają najczęściej.
- ***as soon as*** (jak tylko): *The kids will feel better* ***as soon as*** *the school breaks up for holiday.* Dzieci poczują się lepiej, jak tylko skończy się szkoła i rozpoczną się wakacje.

W zdaniach warunkowych i okolicznikowych czasu, które odnoszą się do przyszłości, w języku angielskim zawsze używamy **czasu teraźniejszego**, mimo że w języku polskim stosujemy w nich czas przyszły.

Zdanie podrzędne (*subordinate clause*)		Zdanie główne (*main clause*)
if ***unless*** ***when*** ***before*** ***after*** ***as soon as***	**+ Present Simple**	***will/won't* + czasownik**

My sister will never succeed ***unless she learns*** *from her mistakes.* Moja siostra nigdy nie odniesie sukcesu, chyba że wyciągnie lekcje ze swoich błędów.

Zdania podrzędne i główne możemy zamieniać ze sobą miejscami. Gdy całe zdanie zaczyna się od zdania podrzędnego, wówczas oddzielamy je **przecinkiem** od zdania głównego. Nie wstawiamy przecinka, gdy zdanie rozpoczyna się od zdania głównego:

I will let you know about the time of our meeting ***as soon as I get*** *my new timetable.* Dam ci znać, o której godzinie się spotkamy, jak tylko dostanę mój nowy plan zajęć.

As soon as I get *my new timetable,* *I will let you know about the time of our meeting.* Jak tylko dostanę mój nowy plan zajęć, dam ci znać, o której godzinie się spotkamy.

1 Choose the correct option.

1 I like to take it easy *after / unless* I finish football training.
2 Sarah gets into trouble *when / unless* she skips lessons.
3 I'll pay your tuition fees *if / before* you promise to work hard.
4 *As soon as / Unless* I pass this exam, I'm going to start revising for the next one.
5 Jan won't get good grades *if / unless* he learns how to cope with exam stress.
6 You should always arrive at least fifteen minutes *before / when* an important exam.

2 Complete the text with the correct form of the verbs in brackets. Use the First Conditional.

As soon as I [1] ? (finish) school today, I [2] ? (go) home and have something to eat. If my mother [3] ? (be) still at work, I [4] ? (eat) a cheese and onion sandwich. Before I [5] ? (watch) my favourite TV series, I [6] ? (do) my Physics homework.

3 From the given options A, B and C, select the best translation of the part in brackets.

1 When the new term starts, we ? *(nie będziemy mieć)* such a busy timetable.
A aren't having
B don't have
C won't have

2 We will have more free time ? *(jak tylko oddamy)* our Biology projects.
A after we complete
B as soon as we finish
C as soon as we hand in

3 Robert won't keep up with other students ? *(jeśli nie będzie uważał)* in class.
A unless he pays attention
B if he won't pay attention
C if he pays attention

4 You won't fail your exam ? *(jeśli nauczysz się)* everything by heart.
A if you will learn
B if you learn
C if you learned

5 ? *(Wyśmiewanie się z)* other people is very immature.
A Having fun with
B Laughing with
C Making fun of

6 You should ? *(pozbyć się)* these old notebooks. You don't need them.
A get rid of
B break up
C struggle with

Second Conditional

Zdań warunkowych drugiego stopnia (Second Conditional) używamy, mówiąc o:

- obecnych sytuacjach lub stanach, których zmiana jest niemożliwa lub mało prawdopodobna:
  ***If** I **weren't** so tall, I **would become** a figure skater.* Gdybym nie była tak wysoka, zostałabym łyżwiarką figurową.
  ***If** I **were** rich, I **would live** in a huge house.* Gdybym był bogaty, mieszkałbym w ogromnym domu.
- czymś, co teoretycznie mogłoby nastąpić w przyszłości, ale jest mało realne:
  ***If** he **left** home earlier, he **would never be** late for work. Gdyby wychodził z domu wcześniej, nigdy nie spóźniałby się do pracy.*

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu Past Simple.

W zdaniu nadrzędnym (opisującym konsekwencję) używamy *would/wouldn't*. (Forma skrócona czasownika *would* to *'d*.)

Podobnie jak w zdaniach warunkowych pierwszego stopnia zdania składowe mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje jako pierwsze, stawiamy po nim przecinek.

***If* + Past Simple** (warunek),	***would / wouldn't* + bezokolicznik** (konsekwencja).
If Sue **knew** Italian, Gdyby Sue znała włoski,	she**'d apply** for this job. ubiegałaby się o tę pracę.

***would / wouldn't* + bezokolicznik** (konsekwencja)	***if* + Past Simple** (warunek).
Sue **would apply** for this job Sue ubiegałaby się o tę pracę,	**if** she **knew** Italian. gdyby znała włoski.

W zdaniach warunkowych drugiego stopnia po *I, he, she* oraz *it* można użyć zarówno formy *was*, jak i *were*. Formy *were* używamy częściej w wypowiedziach formalnych i w języku pisanym.

Warto pamiętać, że w wyrażeniu ***If I were you*** (Gdybym był/była tobą / Na twoim miejscu) zazwyczaj używa się *were*.

***If I were you**, I would tell him the truth.* Na twoim miejscu powiedziałbym/powiedziałabym mu prawdę.

1 Choose three to five words from each set to complete the sentence below it.

1 *were, would, for, a, be, apply, she, applied*
If she were older, she ? a job in a clothes shop.
2 *brother, did, would, I, when, a, have, had*
I would never be lonely if ? or sister.
3 *afford, afforded, will, could, house, a, can, big*
If we ? , we'd have lots of parties.
4 *time, didn't, she, have, hadn't, any, wouldn't*
If Sue worked long hours, ? to go out with friends.

2 Complete the sentences with the correct form of the verbs in brackets. Use the Second Conditional.

1 If everybody ? (go) to university, nobody ? (want) to do hard physical work.
2 Buses ? (not be) so crowded if more people ? (work) from home.
3 If people ? (not apply) for low-paid jobs, salaries ? (go) up.
4 Family relationships ? (improve) if parents ? (spend) more time with their children.
5 You ? (be) happier if you ? (have) an interesting and well-paid job.

3 Rewrite the sentences using the Second Conditional.

1 I don't earn money because I am unemployed.
2 Sue doesn't have a boss because she's self-employed.
3 Ian sleeps during the day because he works night shifts.
4 We have to work outdoors because we're builders.
5 Jim isn't happy because he is badly paid.
6 Abigail has eight weeks of holiday because she is a teacher.

4 Choose the correct option.

What would you do if you [1]*are / were / be* me? I'm a shop assistant, but if I [2]*hadn't / wouldn't have / didn't have* a job, I [3]*like / liked / would like* to go travelling all year round. But of course, no work means no money. If somebody [4]*offered / would offer / did offer* me a job in which I could earn money and travel, however, I [5]*would take / took / had taken* it without thinking! Maybe I should apply for a job as a flight attendant?

Modal verbs for obligation and permission

Aby wyrazić nakaz, konieczność lub przymus, używamy:

- czasownika modalnego ***must***, zwłaszcza kiedy opisujemy wewnętrzną konieczność odczuwaną przez osobę mówiącą:
  *I **must** talk to her right now.* Muszę z nią natychmiast porozmawiać. (Mam taką potrzebę.)
- konstrukcji ***have to***, kiedy opisujemy przymus zewnętrzny wynikający z przepisów lub ustaleń:
  *My brother **has to** wear a suit to work.* Mój brat musi nosić do pracy garnitur. (Takie są tam zasady.)
- konstrukcji ***need to***:
  *Neil often **needs to** do overtime.* Neil często musi brać nadgodziny.

Aby wyrazić brak przymusu lub konieczności, używamy:

- konstrukcji ***don't have to***:
  *A tourist guide **doesn't have to** do physical work.*
  Przewodnik turystyczny nie musi pracować fizycznie.
- konstrukcji ***don't need to / needn't***:
  *You **don't need to** write the essay again.* Nie musisz pisać tej pracy jeszcze raz.
  *You **needn't** come to the office. You can work from home.*
  Nie musisz przychodzić do biura. Możesz pracować w domu.

Mówiąc o tym, co jest dozwolone, używamy czasownika ***can***:
*Journalists **can** work flexible hours.* Dziennikarze mogą pracować w elastycznych godzinach.

Mówiąc o tym, co jest **niedozwolone**, używamy:

- czasownika ***can't,*** zwłaszcza kiedy opisujemy przymus zewnętrzny:
  *I **can't** leave the office during office hours.* Nie mogę wyjść z biura w godzinach urzędowania.
- czasownika ***mustn't***, jeśli chcemy wyrazić bardzo silny zakaz:
  *You **mustn't** check your private email at work.* Nie wolno sprawdzać prywatnej poczty e-mail w pracy.

Konieczność / przymus	Brak przymusu	Pozwolenie	Brak pozwolenia/ zakaz
have to/has to need to/needs to must	don't have to/ doesn't have to don't need to/ doesn't need to/ needn't	can	can't mustn't

1 Choose the correct answer, a, b or c.

1 You ? be physically fit to be a fire-fighter.
a can **b** have to **c** need
2 A doctor ? often work long hours and night shifts.
a must **b** can **c** can't
3 A teacher ? look smart or wear a suit to work.
a mustn't **b** doesn't need to **c** can't
4 Self-employed people ? take a holiday any time they choose.
a need to **b** have to **c** can
5 A journalist ? write things which are not true.
a needn't **b** doesn't have to **c** mustn't
6 Office workers usually ? take many breaks during the day.
a can't **b** don't have to **c** needn't

2 Choose the correct option.

1 **A:** It is a formal meeting?
B: No, you *must / don't need to / can* wear a tie.
2 **A:** Can I smoke in here?
B: I'm afraid not. You *need to / needn't / mustn't* smoke anywhere inside this building.
3 **A:** What's wrong? You look stressed.
B: I am. I *can / needn't / have to* finish all this work before the end of the week. There's so much of it!
4 **A:** Mr Long, I'd like to take a day off tomorrow.
B: Sorry, I'm afraid you *don't need to / must / can't.*
5 **A:** You look worried. What's wrong?
B: I have a meeting with my boss today. I *needn't / need to / don't need to* get to work on time. Otherwise, I'll lose my job.
6 **A:** Why can't Sarah come with us?
B: She *mustn't / has to / can* prepare a presentation for her boss.

3 Complete the second sentence so that it has the same meaning as the first. Use no more than five words including the word in capitals.

1 The company expects you to wear a uniform at work. **HAVE**
You ? a uniform at work.
2 It's not necessary for you to work long hours. **NEED**
You ? long hours.
3 It's forbidden to bring dogs into the laboratory. **MUST**
You ? into the laboratory.
4 It isn't necessary for Mike to bring his laptop today. **HAVE**
Mike ? bring his laptop today.
5 It's not OK for you to be smoking cigarettes in the office. **CAN'T**
You ? in the office.

4 Translate the words in brackets into English.

1 I ? (*nie potrzebuję*) drive to work tomorrow because I'm working from home.
2 ? (*Nie wolno ci tego dotykać*)! It's very hot and dangerous.
3 She ? (*nie musi mieć prawa jazdy*) to work at school.
4 I ? (*muszę wziąć dzień wolnego*) soon before I go crazy!
5 Roberto ? (*potrzebuje znaleźć*) a full-time job if he wants to buy a flat.
6 Tracy ? (*nie może do nas dołączyć*) early because she's doing overtime.

Adjectives ending in *-ed* and *-ing*

Pary imiesłowów przymiotnikowych zakończonych na ***-ing*** i ***-ed*** pochodzą od tego samego czasownika:

*amuse – amus**ing** – amus**ed*** (zabawiać – zabawny – rozbawiony)

*motivate – motivat**ing** – motivat**ed*** (motywować – motywujący – zmotywowany)

*terrify – terrify**ing** – terrifi**ed*** (przerażać – przerażający – przerażony)

Niektóre imiesłowy z końcówką ***-ed*** nie mają swoich odpowiedników z końcówką ***-ing,*** np.: *ashamed* (zawstydzony), *delighted* (zachwycony), *relieved* (zadowolony, odczuwający ulgę).

Imiesłowy przymiotnikowe pełnią w zdaniu funkcję przymiotników.

Imiesłowów zakończonych na ***-ing*** używamy do opisu:

- osoby: ***The skiing instructor*** *was a strongly* ***motivating*** *person, who wanted to teach us some new skiing techniques.* Instruktor narciarstwa był bardzo motywującą osobą, która chciała nas nauczyć nowych technik narciarskich.
- przedmiotu: ***My new office*** *is rather* ***depressing****. It's very small and dark.* Moje nowe biuro jest dość przygnębiające. Jest bardzo małe i ciemne.
- wydarzenia: ***The first job interview*** *is usually* ***challenging****, especially if the candidates aren't very well prepared.* Pierwsza rozmowa o pracy jest zwykle trudna, zwłaszcza jeśli kandydaci nie są dobrze przygotowani.

Imiesłowów zakończonych na ***-ed*** używamy do opisu:

- stanu, w jakim ktoś lub coś się znajduje: *I think our manager is* ***pleased*** *with the presentation of the new product.* Sądzę, że nasz menedżer jest zadowolony z naszej prezentacji nowego produktu.
- emocji i uczuć: *Maria looked rather* ***confused*** *when she first arrived in our office.* Maria wyglądała na nieco zdezorientowaną, kiedy po raz pierwszy przyjechała do naszego biura.

1 Choose the correct option.

1 It's *disappointing / disappointed* that my first job is so badly paid.
2 Working and studying at the same time is often quite *challenged / challenging.*
3 Kasia is quite *excited / exciting* about the idea of being self-employed.
4 Getting the sack can be *depressed / depressing* and stressful.
5 It's *disgusted / disgusting* that Elizabeth had to resign from her job after 25 years.
6 I'm really *encouraging / encouraged* by the fact that I won the competition.

2 Complete the sentences with the correct forms of the verbs in the box. Use *-ed* or *-ing* endings to make adjectives.

confuse demand encourage move relieve reward

1 The documentary film about social workers was so ? that I almost cried.
2 I had trouble finding the keys for the office, so I was ? when I finally found them in my car.
3 Working for a foreign company is sometimes ? because they do things differently.
4 The job of a ski instructor is quite ? – it's not all fun in the snow!
5 Margot felt ? after she read her boss's positive report on her work.
6 Teachers have a really hard but ? job. Would you like to be a teacher?

3 Choose the correct sentence, A, B or C, to complete the dialogue.

1 **X:** How did your job interview go?
Y: They asked me a lot of personal questions and it wasn't very nice.
X: ?
A How embarrassing! **B** I'm so relieved!
C It sounds like a satisfying experience.

2 **X:** I'm determined to become a police officer.
Y: ?
X: I know. But I don't want to do anything too easy or repetitive.
A It's a charming job. **B** It's a rewarding job.
C It's a challenging job.

3 **X:** The financial situation at Paul's company does not look good.
Y: ?
A Yes, it is worrying. **B** Yes, it is worried.
C Yes, they worried.

4 **X:** There's a lot of competition in advertising.
Y: ?
X: Then you should be fine.
A Well, I like to compete.
B Well, it is a good competition.
C Well, I'm not very competitive.

5 **X:** You never have any free time.
Y: ?
A I know. I work night shifts.
B I know. I work long hours.
C I know. I work part-time.

6 **X:** Why do you want to be a taxi driver?
Y: ?
X: That's not a very good reason!
A Because I have to wear a uniform.
B Because I mustn't wear a uniform.
C Because I needn't wear a uniform.

The Passive

Stronę bierną w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *be* + Past Participle (III forma czasownika).

Designer clothes ***are sold*** *in the High Street.* Markowa odzież jest sprzedawana w sklepach usytuowanych przy głównej ulicy.

Stronę bierną z wykorzystaniem czasownika modalnego tworzymy według wzoru:

modal verb + *be* + Past Participle.

Designer clothes ***can be found*** *in the High Street shops.* Markową odzież można znaleźć w sklepach usytuowanych przy głównej ulicy.

Stronę bierną (The Passive) stosujemy, gdy bardziej interesuje nas sama czynność niż to, kto ją wykonuje. Jeżeli jednak chcemy wspomnieć o wykonawcy czynności, używamy słówka ***by***:

This shopping mall ***is visited by*** *about 50,000 people every day.* To centrum handlowe odwiedzane jest przez około 50 000 osób dziennie.

Tłumacząc zdania w stronie biernej z angielskiego na polski, niekiedy używamy strony biernej, a niekiedy formy bezosobowej (np. *dano, powiedziano, podaje się, mówi się, trzeba, można*):

How many languages ***are spoken*** *in the USA?* Iloma językami mówi się w USA?

Present Simple Passive	*Tea* ***is grown*** *in India.* Herbata uprawiana jest w Indiach. *Cars* ***are*** *not* ***repaired*** *here.* Tutaj nie naprawia się samochodów. Where **are** the tickets **sold**? Gdzie sprzedawane są bilety?
Past Simple Passive	I **was offered** a job. Zaproponowano mi pracę. *These tablets* ***were*** *not* ***produced*** *in China.* Tych tabletów nie wyprodukowano w Chinach. *Where* ***was*** *our car* ***made****?* Gdzie wyprodukowano nasz samochód?
Present Perfect Passive	*The house in High Street* ***has been sold****.* Dom przy High Street został sprzedany. We **have** not **been informed** about the change. Nie poinformowano nas o zmianie. ***Has*** *he* ***been invited*** *to Emma's wedding?* Czy on został zaproszony na ślub Emmy?
Modal verbs	*Conditions* ***must be improved****.* Trzeba poprawić warunki. *Parcels* ***can be sent*** *at the post office.* Paczki można wysyłać na poczcie. *Do the rooms* ***need to be cleaned*** *every day?* Czy pokoje muszą być codziennie sprzątane?

1 **Put the words in the correct order to make sentences.**

1 be / music / iTunes store / downloaded / from / can / the
2 organically / plants / farm / on / are / our / grown
3 uniforms / are / by / England / all schoolchildren / worn / in ?
4 have / since 1988 / been / these shoes / produced
5 son / month / is / given / presents / their / every

2 **Choose the correct option.**

1 Movie stars *pay / are paid* a lot of money to advertise products.
2 The factory *mustn't sell / mustn't be sold* to an American company because people will lose their jobs.
3 Francis *taught / was taught* English in Thailand for two years and he really loved the job.
4 The play *has performed / has been performed* in over 200 theatres worldwide.
5 Fairtrade food *has produced / has been produced* for many years now in developing countries.
6 The musicians *gave / were given* their money from the concert to charity.
7 England's prestige football matches *played / have been played* at Wembley since 1923.
8 Jenny *surprised / was surprised* I bought her some flowers.

3 **Complete the text with the correct form (active or passive) of the verbs in brackets.**

Post offices [1] ? (use) to deliver letters and packages for over 300 years. In fact, the term 'post office' [2] ? (exist) even in the 1650s in the UK. Early mail [3] ? (deliver) on horses, and 'post houses' [4] ? (build) every few miles between major cities. Here, postmen could feed their horses and rest for a while. These post houses, or 'post stations' in the US, [5] ? (disappear) when trains and trucks [6] ? (become) a more popular way of transporting mail.

Today, post offices are very different. Of course, they still [7] ? (send) our mail. But other services like banking [8] ? (offer) there too. Since the invention of the Internet, however, the post office has become less important in our lives and, because of modern technology, the transfer of information is now quicker and cheaper than ever before.

4 **Correct the mistakes.**

1 My car has stolen from the shopping centre car park.
2 Was that email send this morning?
3 Is it true that Aston Martin cars made by hand?
4 We have repaired your computer and it can collect this afternoon.
5 The new greengrocer's on the corner run by my mum.

Quantifiers

Aby określić przybliżoną ilość czegoś lub zapytać o nią, możemy użyć poniższych wyrażeń:

Określnik (Quantifier)	Rzeczowniki policzalne (Countable nouns)	Rzeczowniki niepoliczalne (Uncountable nouns)
Ile?	**How many?** ***How many*** *friends have you got?* Ilu masz przyjaciół?	**How much?** ***How much*** *money have you got?* Ile masz pieniędzy?
(bardzo) mało	**(very) few** *I've got* ***(very) few*** *friends.* Mam (bardzo) mało przyjaciół.	**(very) little** *I've got* ***(very) little*** *money.* Mam (bardzo) mało pieniędzy.
kilka/trochę	**a few** *I've got* ***a few*** *friends.* Mam kilku przyjaciół.	**a little** *I've got* ***a little*** *money.* Mam trochę pieniędzy.
	some *I've got* ***some*** *friends.* Mam kilku przyjaciół. *I've got* ***some*** *money.* Mam trochę pieniędzy.	
dużo, wiele	**many** *Have you got* ***many*** *friends?* Masz wielu przyjaciół? *I haven't got* ***many*** *friends.* Nie mam wielu przyjaciół.	**much** *Have you got* ***much*** *money?* Masz dużo pieniędzy? *I haven't got* ***much*** *money.* Nie mam dużo pieniędzy.
	a lot of / lots of *I've got* ***a lot of/lots of*** *friends.* Mam wielu przyjaciół. *I've got* ***a lot of/lots of*** *money.* Mam dużo pieniędzy.	
za dużo	**too many** *I've got* ***too many*** *friends.* Mam zbyt wielu przyjaciół.	**too much** *I've got* ***too much*** *money.* Mam za dużo pieniędzy.
jakieś (w pytaniach)	**any** *Have you got* ***any*** *friends?* Masz jakichś przyjaciół? *Have you got* ***any*** *money?* Masz jakieś pieniądze?	
żadne (w przeczeniach)	**any** *I haven't got* ***any*** *friends.* Nie mam żadnych przyjaciół. *I haven't got* ***any*** *money.* Nie mam żadnych pieniędzy.	

1 Complete the dialogue with quantifiers in the box.

(any how many little lot of some)

Pia: Thanks for inviting me to your party, Sam. You've got a [1] ? presents! [2] ? do you think you've got?

Sam: Maybe ten or twelve. And my parents gave me [3] ? money. Have you had [4] ? birthday cake? It's really delicious. Here, try some.

Pia: Oh, thanks, I'll have just a [5] ? , please. I've already eaten quite a lot.

2 Choose the correct option, A, B or C.

1 Ktoś cię pyta, czy używasz dużo cukru do herbaty. Co odpowiesz?
A No, just a few. **B** No, just a little.
C No, not many.

2 Ktoś prosi cię o pożyczenie mu pieniędzy. Co odpowiesz?
A How many do you want? **B** How much do you want?
C Have you any?

3 Ktoś pyta cię, czy w twojej okolicy jest wiele sklepów warzywnych. Co odpowiesz?
A No. Very few. **B** No. Very little.
C No. Any.

4 Ktoś pyta cię, czy są jakieś dobre sklepy na głównej ulicy handlowej. Co odpowiesz?
A Lots of. **B** Much.
C Some.

5 Ktoś pyta cię, czy jesteś bardzo zapracowany/zapracowana. Co odpowiesz?
A Yes, I've got too many work.
B Yes, I've got too much work.
C Yes, I've got a little work.

3 Translate the words in brackets into English.

1 Excuse me, ? (*ile kosztuje ciasto*) in the window?
2 James ? (*ma zbyt wiele par jeansów*) and not enough smart trousers.
3 Harry ? (*kupuje bardzo niewiele*) fashionable clothes.
4 Do you think ? (*jest mnóstwo*) shopping centres in this town?
5 ? (*Czy masz jakiekolwiek*) cotton socks?
6 ? (*Ile skórzanych kurtek*) do you own, Clint?
7 There's ? (*za dużo soli*) on this pizza. I'm going to complain.
8 Sally ? (*ma bardzo mało czasu*) to go window shopping.

4 Choose the correct option.

There may be [1]*a lot / a lot of* shopping centres in town but there are actually [2]*very little / very few* products to choose from when you want to buy something. How is this possible? Well, although each shopping centre tries to be different, they all have [3]*far too many / a bit too many* of exactly the same shops. This also means that there [4]*isn't any / is any* reason to visit a shopping centre which isn't your local one. Indeed, I haven't got [5]*some / any* friends who go shopping near me, because they can buy the same things close to where they live. The question I often ask myself is this: [6]*how much / how many* of these shopping centres do we really need?

Indefinite pronouns

Zaimków nieokreślonych używamy, kiedy mówimy o bliżej nieokreślonych ludziach, rzeczach lub miejscach.

Wszystkie zaimki nieokreślone występują z czasownikiem w liczbie pojedynczej.

Everybody is *fashionable in their own way.* Wszyscy są modni na swój własny sposób.

Ludzie	Rzeczy	Miejsca
someone/somebody (ktoś)	***something*** (coś)	***somewhere*** (gdzieś)
anyone/anybody (ktoś, nikt)	***anything*** (coś, nic)	***anywhere*** (gdzieś, nigdzie)
no one/nobody (nikt)	***nothing*** (nic)	***nowhere*** (nigdzie)
everyone/everybody (każdy, wszyscy)	***everything*** (wszystko)	***everywhere*** (wszędzie)

W zdaniach twierdzących oraz pytaniach o charakterze prośby lub propozycji używamy form ***someone/somebody***, ***something***, ***somewhere***: ***Somebody*** *has left their receipt on the counter.* Ktoś zostawił paragon na ladzie.

W zdaniach przeczących oraz pytaniach używamy form ***anybody/anyone, anything, anywhere***: *I haven't bought* ***anything*** *made of leather for a long time.* Od dawna nie kupiłam niczego zrobionego ze skóry.

W zdaniach twierdzących o znaczeniu zaprzeczenia używamy form **no one / nobody**, **nothing**, **nowhere**: *I'm not going to the shopping centre today. There will be* ***nowhere*** *to park.* Dziś nie jadę do galerii handlowej. Nie będzie nigdzie miejsca do zaparkowania.

Zaimki te zawierają w sobie znaczenie zaprzeczenia, dlatego zdania, w których występują, mają konstrukcję zdań twierdzących. W języku polskim używamy wtedy podwójnego przeczenia.

Zaimka ***none (of)*** (nic, żaden z) używamy w odniesieniu do trzech lub więcej przedmiotów/osób. ***None*** występuje samodzielnie: *I was looking for some comfortable high heels but I found* ***none***. Szukałam wygodnych butów na wysokim obcasie, ale żadnych nie znalazłam.

Po ***none of*** używamy rzeczownika z przedimkiem (*the people*) bądź przymiotnikiem dzierżawczym (*my friends*) lub zaimka osobowego (*us*). Jeżeli rzeczownik występuje w liczbie mnogiej, czasownik może przyjąć liczbę pojedynczą lub mnogą: ***None of her children*** *is/are into trade.* Żadne z jej dzieci nie interesuje się handlem.

Używając zaimków nieokreślonych, możemy dodać więcej informacji poprzez zastosowanie:

- bezokolicznika z *to*: *There is* ***nobody to go*** *window shopping with me.* Nie ma nikogo, kto poszedłby ze mną pooglądać wystawy sklepowe.
- przymiotnika: *Joan needs to go* ***somewhere quiet*** *to rest after work.* Joan musi pojechać w jakieś ciche miejsce, aby odpocząć po pracy.
- zaimka względnego (*who, which, that*): *A debtor is* ***somebody who*** *has spent more money than he or she has got.* Dłużnik to osoba, która wydała więcej pieniędzy niż ma/miała.

1 Complete the sentences with the correct word in the box.

anybody anywhere everything nothing somebody somewhere

1 Do you know ? that is a billionaire?
2 It's sunny today, but I think I saw ? wearing wellington boots.
3 I'm not saying I like ? in the jeweller's, but there are a lot of nice things.
4 Honestly, there was ? in the clothes shop that suited me.
5 Oh, no! I've lost my ballet flats. They could be ? .
6 I know they make green Dr Martens so they have to sell them ? .

2 Complete the text with appropriate indefinite pronouns.

It's a fact that [1] ? I know wears designer clothes or has a special look which makes them cool. But no matter what I wear I always look unfashionable or scruffy. Maybe it's [2] ? to do with my hairstyle – who knows? Last week, for example, I tried to buy a new pair of glasses. I looked [3] ? for a pair that suited me and went to every optician I could find. And, surprise surprise, I didn't buy [4] ? . Is there [5] ? in this whole town that sells the things I want to make me look good? Maybe there is [6] ? that looks like me and I have to find an original and unique style all of my own.

3 Choose the answer, A, B or C, which best reflects the part of the sentence in bold.

1 **There isn't anything tasty** in my local baker's.
A There is nothing tasty
B Not everything is tasty
C There is nothing as tasty

2 **Is it possible for a person to walk** in such high heels?
A Can nobody walk
B Can everybody walk
C Can anybody walk

3 **None of the people I know like** to buy clothes in a vintage shop.
A No one I know likes
B Not everybody I know likes
C Somebody I know likes

4 These trainers are **cheaper than usual**.
A on offer B not worth it
C an investment

5 **There are some** schoolboys at the checkout desk.
A There are few B There are a few
C There are very little

6 Professional footballers **earn too much**, in my opinion.
A pay too much
B are paid too much
C paid too much

8.2 GRAMMAR

Past Perfect

Czasu Past Perfect zwykle używamy, opisując zdarzenia z przeszłości, które wymieniamy w kolejności niechronologicznej. Czas Past Perfect wyraźnie wskazuje wtedy, że dana czynność poprzedzała inne czynności (zwykle wyrażone w czasie Past Simple).
*When Alex got to hospital, he **had** already **come** out in a rash.* Kiedy Alex dotarł do szpitala, miał już wysypkę. (Wysypka miała miejsce wcześniej niż dotarcie do szpitala.)

Zastosowanie czasu Past Perfect może niekiedy całkowicie zmienić sens zdania:
*The children **went** to sleep when we came.* Kiedy przyszliśmy, dzieci poszły spać. (Dopiero po naszym przyjściu.)
*The children **had gone** to sleep when we came.* Kiedy przyszliśmy, dzieci już spały. (Dzieci poszły spać, zanim przyszliśmy.)

Charakterystycznym wyrażeniem dla czasu Past Perfect jest ***by*** + określenie czasu, np. *by the age of six, by the time I was six, by 1978* (do szóstego roku życia / zanim skończyłem/ skończyłam sześć lat, do 1978 roku):
***By** the time I was six, I had learnt to read.* Zanim skończyłem/ skończyłam 6 lat, nauczyłem/nauczyłam się czytać.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/He/ She/It/ We/ They	had	watched TV.	I/You/ He/She/ It/ We/ They	hadn't (had not)	watched TV.

Pytania ogólne (*Yes/No* questions)			Krótkie odpowiedzi (Short answers)
Had	I/you/he/ she/it/we/ they	watched TV?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

Pytania szczegółowe (*Wh-* questions)				Pytania o podmiot (Subject questions)		
What	had	I/you/he/ she/it/ we/they	watched?	Who	had	watched TV?

1 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple and the Past Perfect.

1 Betty ? (feel) nervous because she ? (not be) in hospital before.
2 Sue had ? (wait) nearly an hour before the doctor ? (see) her.
3 I ? (forget) to take my medicine so I ? (begin) to feel dizzy.
4 By the time Mandy ? (fall) asleep she ? (finish) reading her book on acupuncture.
5 Tony ? (come out) in a rash, probably because he ? (eat) nuts.
6 Before I ? (buy) a new pair of glasses I ? (had) my eyes tested at the optician's.

2 Choose the correct explanation, A or B, for each sentence.

1 The patient had left the health centre when the receptionist arrived.
A The receptionist saw the patient.
B The receptionist didn't see the patient.
2 When Rodney broke his arm, he grew a beard.
A He broke his arm when he had a beard.
B He broke his arm when he didn't have a beard.
3 Just before the plane had landed I began to feel ill.
A I began to feel ill while flying.
B I began to feel ill on the ground.
4 By the time we got to the cinema, I had got a headache.
A My headache started before we arrived at the cinema.
B My headache started after we arrived at the cinema.
5 I stopped eating cake when I got a stomachache.
A My stomachache started while I was eating the cake.
B My stomachache started after eating the cake.
6 Ida sat down when she started to feel dizzy.
A Ida sat down before she started to feel dizzy.
B Ida sat down after she started to feel dizzy.

3 Write sentences using the prompts. Use the Past Perfect and the Past Simple in each sentence.

1 I wasn't worried about the mystery illness. The doctors found a cure for it before.
The doctors ? so ? .
2 The patient was released from hospital. Then a new problem was found.
When the new problem ? .
3 The ambulance arrived. Before then, the police officer saved the woman's life.
The police officer ? before ? .
4 I couldn't pay for my medicine. I left my wallet at home.
I ? because ? .
5 Michael couldn't concentrate on the lecture. He began to feel ill.
Because Michael ? .
6 My thumb hurt. I answered all of my text messages.
By the time ? .

4 Choose the correct option.

1 By the time the ambulance *had arrived / arrived*, the woman *stopped / had stopped* bleeding.
2 My sore throat *went / had gone* by the time I *found / had found* a chemist's that was open.
3 My back *hurt / had hurt* because I *fell / had fallen* down the stairs.
4 I *had / had had* a pain in my right leg before I *ran / had run* the marathon.
5 Hannah's temperature *dropped / had dropped* after she *took / had taken* the medicine.
6 By the time we *got / had got* to Calais on the ferry, I *started / had started* to feel seasick.

Reported Speech

Przytaczając słowa innej osoby, możemy zacytować jej wypowiedź dosłownie (mowa niezależna) lub przekazać jej treść pośrednio (mowa zależna).

W mowie niezależnej (Direct Speech) przytaczana wypowiedź nie ulega zmianie:
'We **are playing** on a new basketball court.' → They said: 'We **are playing** on a new basketball court.'
„Gramy na nowym boisku do koszykówki". → Powiedzieli: „Gramy na nowym boisku do koszykówki".

W mowie zależnej (Reported Speech) często przytaczamy wypowiedzi za pomocą czasowników takich jak *say* i *tell* oraz spójnika *that* (że), który możemy pominąć. Czasownik *tell* wymaga dopełnienia (*me*, *us*, itd.):
'The match is great.' → She **told me/said (that)** the match was great.
„Mecz jest świetny". → Powiedziała (mi), że mecz jest świetny.
'I felt dizzy.' → He told me (that) he **had felt** dizzy.
„Miałem zawroty głowy". → Powiedział mi, że miał zawroty głowy.

W zdaniach w mowie zależnej zmianie ulegają:

- czasy – według następującego schematu:

Mowa niezależna (Direct Speech)	→	Mowa zależna (Reported Speech)
Present Simple Sam: 'I work.' 'Sue doesn't work.'	→	**Past Simple** Sam said (that) he worked. Sam said (that) Sue didn't work.
Present Continuous Sam: 'I'm working.' 'Sue isn't working.'	→	**Past Continuous** Sam said (that) he was working. Sam said (that) Sue wasn't working.
Present Perfect Sam: 'I've worked.' 'Sue hasn't worked.'	→	**Past Perfect** Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
Past Simple Sam: 'I worked.' 'Sue didn't work.'	→	**Past Perfect** Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
can Sam: 'I can work.' 'Sue can't work.'	→	***could*** Sam said (that) he could work. Sam said (that) Sue couldn't work.

- zaimki osobowe oraz zaimki i przymiotniki dzierżawcze:
  'My brother has bought a new tennis racket.' → She said that **her** brother had bought a new tennis racket.
  „Mój brat kupił nową rakietę tenisową". → Powiedziała, że **jej** brat kupił nową rakietę tenisową.

1 Complete the second sentence so that it means the same as the first.

1 'You are allergic to cats,' said the doctor.
The doctor told me ? .
2 'I came out in spots after using that cream,' said Daisy.
Daisy told us ? .
3 'I can't work out how to open the bottle of medicine,' said John.
John said ? .
4 'You've lost a lot of weight,' Adam said to Magda.
Adam told Magda ? .
5 'I practise meditation to reduce stress,' Morris told me.
Morris told me ? .
6 'I don't work out enough,' Tracy said to me.
Tracy told me ? .
7 'I'm not taking up tennis,' Richard said.
Richard said ? .
8 'I've got a runny nose,' said Phil.
Phil told us ? .

2 Rewrite the sentences in Direct Speech.

1 Arthur said that the ice rink had been destroyed in the storm.
Arthur said: 'The ice rink ? in the storm.'
2 Joe told me he kept fit by jogging every day.
Joe said: 'I ? every day.'
3 Harriet said she didn't feel dizzy.
'I ? dizzy.'
4 Judson told me that he was getting over the flu.
Judson said: 'I ? the flu.'
5 Maria told me she couldn't make difficult decisions.
Maria said: 'I ? difficult decisions.'
6 Alan said he had lost his appetite.
Alan said: 'I ? appetite.'

3 Choose the correct option.

1 I *said / told* you that I was allergic to mushrooms.
2 Have I *said / told* I'm feeling a little stressed at the moment?
3 Tammy *said / told* me you'd made a complaint.
4 Luther *said / told* the doctor he had a pain in his chest.
5 Marek and Jola both *said / told* they had to go to the dentist's today.

4 Correct the mistakes.

1 Oli said me that he passed out at the concert yesterday, but he was feeling better now.
2 Ewa told us didn't keep track of her diet, so she didn't know how much weight she'd lost.
3 Hugh said he has broken his hand on the volleyball court last week.
4 Rachel said she sick this morning, so decided to stay at home.
5 Jack said he works all day today so he couldn't join us for lunch.
6 I asked Olga about her favourite sport and she told she does yoga every day.

Phrasal verbs

Czasowniki złożone (*phrasal verbs*) to czasowniki, które składają się z czasownika głównego i przyimka lub przysłówka:
look – patrzeć (czasownik główny)
look for – szukać (czasownik główny + przyimek)

Rodzaje czasowników złożonych:

- bez dopełnienia, czyli niewymagające określenia: *join in* (włączyć się w coś), *work out* (ćwiczyć), *fit in* (zostać zaakceptowanym), *pass out* (zemdleć):
  *How often do you **work out** in the gym?* Jak często ćwiczysz na siłowni?
  *Yesterday was very hot and a few people **passed out** because of it.* Wczoraj było bardzo gorąco i kilka osób zemdlało z tego powodu.
- z dopełnieniem (czyli niezbędnym określeniem), które może wystąpić po czasowniku złożonym lub między czasownikiem a przyimkiem. Jeżeli dopełnieniem jest zaimek (*him, them, it*), to wówczas musi on znaleźć się pomiędzy czasownikiem a przyimkiem:
  *I **took up** handball and rugby at the same time.* Zająłem się piłką ręczną i rugby w tym samym czasie.
  *I **took** handball and rugby **up** at the same time.* Zająłem się piłką ręczną i rugby w tym samym czasie.
  *I **took** them **up** at the same time.* Zająłem się nimi w tym samym czasie.
- z dopełnieniem, które występuje po przyimku, bez względu na to, czy jest nim rzeczownik, czy zaimek:
  *Every spring my brother **suffers from** an allergy.* Każdej wiosny mój brat cierpi na alergię.
  *Every spring my brother **suffers from** it.* Każdej wiosny mój brat cierpi na nią.

Czasowniki złożone mogą także składać się z trzech elementów, po których występuje dopełnienie w postaci rzeczownika lub zaimka:
look forward to sth – nie móc się doczekać czegoś (czasownik główny + przysłówek + przyimek + dopełnienie)
*We **look forward to** playing basketball in our new court.* Nie możemy doczekać się gry w koszykówkę na nowym boisku.

1 Complete each sentence with the correct form of a verb and a preposition in the box.

behind fall figure give go in join out over sign up up

1 You need to ? at the sports club if you want to be on the handball team.
2 Michael Jordan said you should never ? your dreams if you want to be successful.
3 I can't ? how this app works and I need your help, I'm afraid.
I've ? these instructions five times and I still don't understand them.
5 Claire ? with her school work because she was busy with the volleyball team.
6 Sophie ? the football match and scored two goals. She's great!

2 Correct the mistakes.

1 Patrick is new to the motor racing team, but I'm sure he will fit himself in.
2 David has taken on running and he's so fit now!
3 It's important for team members to get on each other if they are to perform well.
4 If you think there's a problem, remember that you can talk over it with me.
5 If you want to join our rugby match in, just ask.
6 I nearly passed it out when I saw all the blood.

3 Choose the correct answer, A, B, or C, to complete both sentences.

1 You need to ? out a couple of times a week to stay fit.
Do you always ? such long hours in the greengrocer's?
A take **B** work **C** keep
2 Don't come too close to me because I've ? a sore throat.
I was sad when we lost the match but I quickly ? over it.
A got **B** had **C** suffered
3 You should never ? somebody down if you want to motivate them.
Why don't you ? this face mask on if you're having trouble breathing?
A get **B** put **C** keep
4 How do you keep ? of your heart rate?
They're building a running ? next to the school.
A check **B** court **C** track
5 The manager told me ? he was looking for you.
He's the chef ? cooks excellent vegetarian food.
A who **B** that **C** why
6 She ? the decision to leave the volleyball team.
If you ? an effort, you would lose more weight.
A took **B** did **C** made

PREPOSITIONS

PREPOSITIONS IN PHRASES

AT

at all (2.4): *The place hasn't changed at all.*
at first (2.8): *At first he seemed strict, but now I really like him.*
at the age of (5.4): *Jamie won his first tournament at the age of fifteen.*
at the beginning (4.7): *At the beginning of each lesson there is usually a revision exercise.*
at the door (2.2): *There is someone at the front door; can you answer it, please?*
at the end (5.1): *Rob's moving to Maine at the end of May.*
at the weekend (4.6) (Br.E.)/**on the weekend** (Am.E.): *I like to play golf at the weekend.*

BY

by credit card (7.8): *It's more convenient for me to pay by credit card.*

FOR

for a while (2.8): *At last, he could relax for a while.*
for ages (2.7): *I haven't seen Lorna for ages.*
for instance (6.3): *She's totally unreliable – for instance, she often leaves the children alone in the house.*
for sale (7.4): *800 million items are for sale on eBay at any one time.*
for your information (6.7): *For your information, I've worked as a journalist for six years.*

FROM

from time to time (5.3): *We see each other from time to time.*

IN

in a good/bad mood (1.1): *You're in a good mood today!*
in common (1.8): *I found I had a lot in common with Mary.*
in fact (1.1): *I know her really well; in fact I had dinner with her last week.*
in favour of (5.2): *Are you in favour of the death penalty?*
in my opinion (3.8): *In my opinion, he made the right decision.*
in need (7.5): *We must care for those in need.*
in the background (3.8): *In the background you can see the school.*
in the corner (4.3): *Jo was sitting in the corner of the room.*
in the end (2.7): *In the end, we decided to go to Florida.*
in the foreground (3.8): *There were three figures in the foreground.*
in the middle (3.8): *Why's your car parked in the middle of the road?*
in the world (3.2): *You're the best dad in the world.*

ON

on a website (6.7): *Responses will be posted on the website.*
on a train/plane (4.2): *There were a lot of tourists on the train.*
on foot (4.7): *We set out on foot to explore the city.*
on special offer (7.1): *I got a really nice cashmere pullover – it was on special offer.*
on my/your, etc. own (2.8): *Did you make that all on your own?*
on the one hand … on the other hand … (8.7): *On the one hand, they work slowly, but on the other hand they always finish the job.*
on the phone (1.4): *Turn the TV down – I'm on the phone!*
on time (5.1): *In Japan the trains are always on time.*

PREPOSITIONS AFTER NOUNS

attitude to/towards (1.5): *He has a very old-fashioned attitude to women.*
candidate for (6.7): *Sara seems to be a good candidate for the job.*
opinion about/on (1.5): *Can I ask your opinion about something?*
reason for (1.3): *Did he give any reason for leaving?*
solution to (2.3): *The solution to the puzzle is on p. 14.*

PREPOSITIONS AFTER ADJECTIVES

allergic to (8.1): *If you are allergic to nuts, you should tell everybody.*
annoyed with (2.5): *Are you annoyed with me just because I'm a bit late?*
bad at (1.7): *I'm not bad at volleyball.*
capable of (7.3): *Do you think he's capable of murder?*
connected with (5.5): *Police think the killings may be connected with each other in some way.*
crazy about (1.7): *Lee's crazy about cats.*
different from (2.6): *New York and Chicago are very different from each other.*
disappointed with (1.7): *Local residents were disappointed with the decision.*
excited about (1.7): *The kids are getting really excited about our trip to California.*
famous for (4.7): *France is famous for its wine.*
good at (1.4): *Andrea is very good at languages.*
interested in (1.7): *All she's interested in is boys!*
involved in (1.7): *How many people are involved in the decision-making process?*
keen on (1.7): *I'm not very keen on their music.*
mad about (1.7): *I'm mad about shopping, I spend lots of money on clothes.*
obsessed with (1.7): *William is obsessed with making money.*
passionate about (1.7): *I've always been passionate about football.*
proud of (3.4): *Her parents are very proud of her.*
responsible for (6.1): *She's responsible for the day-to-day running of the department.*
sensitive to (1.3): *Good teachers are sensitive to their students' needs.*
serious about (1.7): *I'm serious about politics.*
similar to (3.4): *Your shoes are similar to mine.*
sorry about/for (1.7): *I'm so sorry about your father.*
useless at (1.7): *I'm useless at sport and I'm very unfit.*
worried about (1.8): *I'm worried about the world.*

PREPOSITIONS AFTER VERBS

adapt to (1.3): *Old people find it hard to adapt to life in a foreign country.*
agree on (8.7): *We're still trying to agree on a date for the wedding.*
(dis)agree with (2.2): *I agree with Karen. It's much too expensive.*
apply for (2.4): *Kevin's applied for a job in Atlanta.*
apply to (5.3): *You can apply to five different universities.*
ask for (5.7): *Some people don't like to ask for help.*
care about (1.4): *He doesn't care about anybody but himself.*
communicate with (8.7): *They communicated with each other using sign language.*
compare with/to (3.6): *Compared to our small flat, Bill's house seems like a palace.*
compete against/with (5.5): *We've had to cut our prices in order to compete with the big supermarkets.*
complain about (7.7): *She often complains about not feeling appreciated at work.*
exchange for (7.7): *Can I exchange this shirt for a smaller one?*
focus on (1.4): *In his speech he focused on the economy.*
graduate from (2.6): *Ruth has just graduated from Princeton.*
help with (1.6): *Dad, can you help me with my homework?*
invite to (3.7): *Who should we invite to the party?*
judge by (7.1): *You should never judge people by their looks.*
learn from (1.3): *The student will learn from experience about the importance of planning.*
listen to (1.2): *Have you listened to these tapes yet?*
pay for (5.7): *How much did you pay for that watch?*
recover from (8.1): *It always takes me a while to recover from a cold.*
revise for (5.1): *She's revising for her history exam.*
separate from (4.7): *Separate the egg yolk from the white.*
share with (4.3): *I shared a room with her at college.*
spend on (1.4): *I spent £40 on these shoes.*
start with (1.7): *The festivities started with a huge fireworks display.*
thank for (1.7): *We'd like to thank everybody for all the wedding presents.*

PHRASAL VERBS

believe in (1.4) – wierzyć w: *Do you believe in ghosts?*
belong to (2.4) – należeć do: *Antarctica doesn't belong to any nation.*
break up (5.1) – skończyć się (o semestrze lub roku szkolnym): *We break up in December for our winter holiday.*
breathe in (8.8) – wdychać: *The doctor made me breathe in while he listened to my chest.*
breathe out (8.8) – wydychać: *Jim breathed out deeply.*
care for (6.2) – opiekować się: *Angie stopped working to care for her mother.*
catch up on (8.6) – nadrobić zaległości: *You need some time to catch up on your work.*
cheer up (7.3) – pocieszyć: *He bought her some flowers to cheer her up.*
chill out (5.5) – relaksować się: *We spent most of the holiday chilling out on the beach.*
come back (2.7) – wracać: *When is your sister coming back from Europe?*
come on (5.8) – dać spokój, przestać: *Oh, come on, don't lie to me!*
come out (3.4) – wychodzić, ukazać się na ekranach kin: *When a new superhero movie comes out, it dominates the box office for weeks.*
come out in a rash (8.1) – dostać wysypki: *If I eat eggs, I come out in a rash.*
come round (4.3) – przyjść (w odwiedziny): *Paul is coming round to my house for tea.*
come up with (6.1) – wymyślić: *They still haven't come up with a name for the baby.*
cross out (1.8) – skreślać: *Just cross out the old number and write in the new one.*
cut out (8.1) – wyeliminować: *Make healthy food choices and cut out things that are bad for you.*
deal with – 1. (1.4) poradzić sobie z: *They had to deal with big changes in technology.* 2. (7.4) zajmować się: *Who's dealing with the new account?*
depend on (1.4) – zależeć od, być uzależnionym od: *The length of time spent exercising depends on the sport you are training for.*
fall behind (8.6) – narobić sobie zaległości: *After her time in hospital, Jenny's parents are afraid she has fallen behind educationally.*
figure out (8.6) – zrozumieć: *Detectives are still trying to figure out what happened.*
find out (3.4) – dowiedzieć się: *We never found out her name.*
fit in (8.6) – pasować: *I never really fitted in at school.*
get away (4.3) – uciec: *The two men got away in a red car.*
get into (5.1) – dostać się do: *You'll have to work harder if you want to get into college.*
get on (with) 1. (5.1) być w dobrych stosunkach: *She doesn't get on with her mother at all.* 2. (8.6) kontynuować: *Stop talking and get on with your work.*
get up (1.4) – wstawać: *Even when they go out until late, they still get up for work.*
give out (2.5) – rozdawać: *Give out the leaflets as they're leaving the club.*
get over (8.1) – dojść do siebie po: *It's taken me ages to get over the flu.*
get through (8.6) – przetrwać, przejść przez: *Don't worry – I'll get through this.*
give up (5.6) – z/rezygnować (z), poddać się: *Vlad has given up trying to teach me Russian.*
go out – (1.4) 1. wychodzić: *Are you going out tonight?*
go over (8.6) – przestudiować, powtarzać: *I just want to go over some lessons from last week.*
grow up (1.4) – dorastać: *I grew up in Glasgow and went to school there.*
hand in (5.1) – oddawać, wręczać: *Some students didn't hand in their homework on time.*
hang out (with) (8.6) – spędzać czas (z): *I don't have anyone to hang out with at break time.*
hear from (1.7) – mieć (jakieś) wiadomości od: *Have you heard from Jane?*
invest in (7.2) – zainwestować w: *I think it's time to invest in a new pair of jeans.*
join in (8.6) – przyłączyć się: *Everyone joined in the conversation.*
keep out (5.5) – nie wpuszczać, nie przepuszczać: *My coat is really warm and it keeps the rain out.*
lay off (6.1) – zwolnić: *The company laid off 250 workers in December.*
let in (4.3) – wpuścić (do środka): *Don't let them in.*
let out (5.5) – wypuścić: *A swipe card is a plastic card which works like a key and lets you in or out.*
look after (1.1) – opiekować się: *We look after Rodney's kids after school.*
look for (6.6) – szukać: *He's looked for the file but hasn't found it.*
look forward to (doing sth) (1.1) – oczekiwać z niecierpliwością: *I'm really looking forward to going to Japan.*
look up (2.5) – odszukać, sprawdzić: *If you don't know the word, look it up in the dictionary.*
move up (5.1) – przejść do bardziej zaawansowanej grupy: *The kids learn fast, and can't wait to move up to the junior team.*
pass out (8.1) – zemdleć: *Get an app that tells you to drink water before you pass out.*
put down (8.6) – wyśmiewać, czepiać się: *Stop putting yourself down!*
put on (2.8) – włączyć: *Let's put some music on.*
put up with (6.1) – znosić, wytrzymywać: *I don't know how you put up with all this noise.*
put sb/sth off (7.4) – zniechęcić: *The accident put him off helicopters.*
rely on (6.4) – polegać na: *If you have a problem, who can you rely on?*
relate to (3.4) – utożsamiać się z, identyfikować się z: *They have human experiences that we can relate to.*
return to (2.4) – wracać do: *Does Kate plan to return to work after the baby is born?*
sell out (7.8) – wyprzedać: *The tickets are all sold out.*
set off (5.1) – wyruszyć: *I set off for school very early because my lessons start at 7 a.m.*
set up (7.2) – założyć: *In 1976 he set up his own import-export business.*
show round (4.3) – oprowadzić po: *Kim will show you round the museum.*
sign up (8.6) – zapisać się: *Have you tried signing up for some after school activities?*
suffer from (8.1) cierpieć na: *More and more people suffer from asthma.*
stand up (2.6) – wstać: *All the pupils stood up when the head teacher came in.*
stand up for (3.4) – ująć się za: *Why didn't you stand up for me?*
stay in (4.3) – zostać w domu: *Let's stay in and watch TV.*
stay up (4.6) – nie kłaść się spać: *We stayed up to watch the late-night movie.*
stress out (8.1) – ze/stresować: *Are those exams stressing you out?*
switch off (8.7) – wyłączyć: *Don't forget to switch off the TV when you go to bed.*
take off (5.1) – zdjąć: *If you don't want to go, I can take your name off the list.*
take on – 1. (3.4) przyjąć, wziąć na siebie: *A-list actors are keen to take on superhero roles.* 2. (6.1) zatrudnić: *The team has taken on a new coach.*
take up (8.1) – zainteresować się, zająć się: *If you prefer to do your exercise outdoors, take up cycling.*
talk over (8.6) – omawiać: *Okay, but it's good to talk things over.*
try on (7.8) – przymierzyć: *Would you like to try this top on?*
turn down (2.5) – przyciszyć: *Can you turn your radio down? I'm trying to work.*
turn up (6.1) – pojawić się: *She always turns up late when we meet.*
wake up (2.2) – o/budzić (się): *I woke up at 5 a.m. this morning.*
work on (1.2) – pracować przy/nad: *Dad's working on the car.*
work out – 1. (8.1) trenować, ćwiczyć: *Sue works out in the gym twice a week.*

PRZEDROSTKI

Często używane przedrostki

Przedrostek	Przykłady
co- (=with, together)	cooperate, coordinate
inter- (=between)	international, intercontinental
multi- (=many)	multinational, multi-tasking
pre- (=before)	prehistoric, pre-school
re- (=again)	rewrite, retake
semi- (=half)	semi-detached, semi-final

Przedrostki zmieniające znaczenie wyrazów na przeciwne

Przedrostek	Przykłady
dis-	dishonest, disagree
il-	illegal, illogical
im-	impossible, impatient
in-	insensitive, inexpensive
ir-	irresponsible, irregular
non-	nonsense, non-stop
un-	unpopular, unfit

PRZYROSTKI

Przyrostki tworzące rzeczowniki

Przyrostek	Przykłady
-ment	government, employment
-ion/-tion/-sion	protection, decision
-ation/-ition	exploration, pronunciation
-ence/-ance	confidence, entrance
-ity	activity, reality
-ness	weakness, illness
-ing	setting, acting
-al	musical
-age	percentage
-y	difficulty, discovery
-sis	analysis, diagnosis
-ure	culture, architecture
-hood	neighbourhood, childhood
-dom	freedom
-er/-or	producer, sculptor
-ist	journalist, receptionist
-ant/-ent	assistant, student
-an/-ian	electrician, mathematician
-ee	employee

Przyrostki tworzące przymiotniki

Przyrostek	Przykłady
-al	environmental, traditional
-ic	energetic, pessimistic
-ive	sensitive, imaginative
-ful	successful, cheerful
-less	homeless, useless
-ous	ambitious, generous
-y	healthy, crazy
-ly	elderly, friendly
-able/-ible	adaptable, responsible
-ed	interested, crowded
-ing	boring, hard-working

Przyrostki tworzące przysłówki

Przyrostek	Przykłady
-ly	badly, eventually

Przyrostki tworzące czasowniki

Przyrostek	Przykłady
-ise/ize (Am.E.)	realise, memorise
-en	shorten, frighten
-ify	identify, justify

Answer key
Unit 5, page 60, Exercise 2: 1 Finland, 2 Brazil, 3 Japan

ZAIMKI OSOBOWE I DZIERŻAWCZE

Zaimek osobowy w funkcji podmiotu	Zaimek osobowy w funkcji dopełnienia	Przymiotnik dzierżawczy (+ rzeczownik)	Zaimek dzierżawczy (bez rzeczownika)
I'm a student.	Come with **me**.	It's **my** house.	It's **mine**.
Have **you** got a cat?	I like **you**.	It's **your** bike.	It's **yours**.
He works at home.	Can you help **him**?	It's **his** book.	It's **his**.
She's been to Prague.	Listen to **her**.	It's **her** room.	It's **hers**.
Is **it** a famous city?	I can't find **it**.	Oxford (= it) is famous for **its** university.	—
We live in Poland.	Wait for **us**.	It's **our** tablet.	It's **ours**.
You can't sit here.	Can I talk to **you**?	It's **your** car.	It's **yours**.
Are **they** working?	Do you know **them**?	It's **their** money.	It's **theirs**.

ZAIMKI WSKAZUJĄCE, PYTAJĄCE I WZGLĘDNE

Wskazujące		Pytające	Względne
Liczba pojedyncza	Liczba mnoga		
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

LICZEBNIKI

Liczebniki: 1 – 100

Liczebnik główny	Liczebnik porządkowy	Liczebnik główny	Liczebnik porządkowy
1 – one	first (1st)	20 – twenty	twentieth (20th)
2 – two	second (2nd)	21 – twenty-one	twenty-first (21st)
3 – three	third (3rd)	22 – twenty-two	twenty-second (22nd)
4 – four	fourth (4th)	23 – twenty-three	twenty-third (23rd)
5 – five	fifth (5th)	24 – twenty-four	twenty-fourth (24th)
6 – six	sixth (6th)	25 – twenty-five	twenty-fifth (25th)
7 – seven	seventh (7th)	26 – twenty-six	twenty-sixth (26th)
8 – eight	eighth (8th)	27 – twenty-seven	twenty-seventh (27th)
9 – nine	ninth (9th)	28 – twenty-eight	twenty-eighth (28th)
10 – ten	tenth (10th)	29 – twenty-nine	twenty-ninth (29th)
11 – eleven	eleventh (11th)	30 – thirty	thirtieth (30th)
12 – twelve	twelfth (12th)	40 – forty	fortieth (40th)
13 – thirteen	thirteenth (13th)	50 – fifty	fiftieth (50th)
14 – fourteen	fourteenth (14th)	60 – sixty	sixtieth (60th)
15 – fifteen	fifteenth (15th)	70 – seventy	seventieth (70th)
16 – sixteen	sixteenth (16th)	80 – eighty	eightieth (80th)
17 – seventeen	seventeenth (17th)	90 – ninety	ninetieth (90th)
18 – eighteen	eighteenth (18th)	100 – one/a hundred	hundredth (100th)
19 – nineteen	nineteenth (19th)	101 – one/a hundred and one	hundred and first (101st)

Przykładowe liczebniki główne powyżej 100

1,000 – one/a thousand
3,555 – three thousand, five hundred **and** fifty-five
56,223 – fifty-six thousand, two hundred **and** twenty-three
725,000 – seven hundred **and** twenty-five thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	
be [biː]	**was/were** [wɒz/wɜː]	**been** [biːn]	być
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]	stać się
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]	zacząć
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]	wiać, dmuchać
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]	złamać
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]	przynieść
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	budować
burn [bɜːn]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	spalić
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]	kupować
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]	złapać
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]	wybrać
come [kʌm]	**came** [keɪm]	**come** [kʌm]	przyjść
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]	kosztować
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	ciąć
deal [diːl]	**dealt** [delt]	**dealt** [delt]	radzić sobie (z czymś), zajmować się (czymś)
dig [dɪg]	**dug** [dʌg]	**dug** [dʌg]	kopać
do [duː]	**did** [dɪd]	**done** [dʌn]	zrobić
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]	rysować
dream [driːm]	**dreamed** [driːmd]/ **dreamt** [dremt]	**dreamed** [driːmd]/ **dreamt** [dremt]	marzyć
drink [drɪnk]	**drank** [dræŋk]	**drunk** [drʌnk]	pić
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]	prowadzić samochód
eat [iːt]	**ate** [et]	**eaten** ['iːtn]	jeść
fall [fɔːl]	**fell** [fel]	**fallen** ['fɔːln]	upaść
feed [fiːd]	**fed** [fed]	**fed** [fed]	karmić
feel [fiːl]	**felt** [felt]	**felt** [felt]	czuć
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]	walczyć
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	znaleźć
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]	lecieć
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]	zapomnieć
forgive [fə'gɪv]	**forgave** [fə'geɪv]	**forgiven** [fə'gɪvn]	wybaczyć
freeze [friːz]	**froze** ['frəʊz]	**frozen** ['frəʊzən]	zamrozić
get [get]	**got** [gɒt]	**got** [gɒt]	dostać
give [gɪv]	**gave** [geɪv]	**given** ['gɪvn]	dać
go [gəʊ]	**went** [went]	**gone** [gɒn]	iść
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]	rosnąć
have [hæv]	**had** [hæd]	**had** [hæd]	mieć
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]	słyszeć
hide [haɪd]	**hid** [hɪd]	**hidden** ['hɪdn]	chować
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]	uderzyć
hold [həʊld]	**held** [held]	**held** [held]	trzymać
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]	zranić
keep [kiːp]	**kept** [kept]	**kept** [kept]	trzymać
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]	wiedzieć
lead [liːd]	**led** [led]	**led** [led]	prowadzić
learn [lɜːn]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	uczyć się

Infinitive	Past Simple	Past Participle	
leave [liːv]	**left** [left]	**left** [left]	opuścić
lend [lend]	**lent** [lent]	**lent** [lent]	pożyczyć komuś
let [let]	**let** [let]	**let** [let]	pozwolić
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]	leżeć
light [laɪt]	**lit** [lɪt]	**lit** [lɪt]	zapalać
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]	zgubić
make [meɪk]	**made** [meɪd]	**made** [meɪd]	zrobić
mean [miːn]	**meant** [ment]	**meant** [ment]	znaczyć
meet [miːt]	**met** [met]	**met** [met]	spotkać
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]	płacić
put [pʊt]	**put** [pʊt]	**put** [pʊt]	położyć
read [riːd]	**read** [red]	**read** [red]	czytać
ride [raɪd]	**rode** [rəʊd]	**ridden** ['rɪdn]	jeździć na
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]	dzwonić
rise [raɪz]	**rose** [rəʊz]	**risen** ['rɪzən]	rosnąć, wzrastać
run [rʌn]	**ran** [ræn]	**run** [rʌn]	biegać
say [seɪ]	**said** [sed]	**said** [sed]	powiedzieć
see [siː]	**saw** [sɔː]	**seen** [siːn]	zobaczyć
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	sprzedać
send [send]	**sent** [sent]	**sent** [sent]	wysłać
set [set]	**set** [set]	**set** [set]	ustawić
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]	świecić
shoot [ʃuːt]	**shot** [ʃɒt]	**shot** [ʃɒt]	strzelać
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]	pokazać
shrink [ʃrɪŋk]	**shrank** [ʃræŋk]	**shrunk** [ʃrʌŋk]	(s)kurczyć się
shut [ʃʌt]	**shut** [ʃʌt]	**shut** [ʃʌt]	zamknąć
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	śpiewać
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	siedzieć
sleep [sliːp]	**slept** [slept]	**slept** [slept]	spać
smell [smel]	**smelled** [smeld]/ **smelt** [smelt]	**smelled** [smeld]/ **smelt** [smelt]	pachnieć, wąchać
speak [spiːk]	**spoke** [spəʊk]	**spoken** ['spəʊkən]	mówić
spend [spend]	**spent** [spent]	**spent** [spent]	spędzać
spill [spɪl]	**spilled** [spɪld]/ **spilt** [spɪlt]	**spilled** [spɪld]/ **spilt** [spɪlt]	rozlać
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	stać
steal [stiːl]	**stole** [stəʊl]	**stolen** ['stəʊlən]	ukraść
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	płynąć
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]	wziąć
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]	uczyć
tear [teə]	**tore** [tɔː]	**torn** [tɔːn]	podrzeć
tell [tel]	**told** [təʊld]	**told** [təʊld]	powiedzieć
think [θɪnk]	**thought** [θɔːt]	**thought** [θɔːt]	myśleć
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]	rzucać
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]	rozumieć
wake [weɪk]	**woke** [wəʊk]	**woken** ['wəʊkən]	obudzić się
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]	nosić
win [wɪn]	**won** [wʌn]	**won** [wʌn]	wygrać
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]	pisać